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ABSTRACT

Descriptions of programs in this volume were compiled to increase awareness of innovative career education practices. The listings attempt to describe what happens in programs which meet or succeed standards of innovation; programs which represent a range of sizes, student characteristics, budgets, funding sources, locations and emphases. Descriptions are collected in three sections: (1) Comprehensive public school programs, involving all or most schools of a city or district; (2) supplementary public school programs, which generally are smaller in scope, and may be designed for a particular group or age of student or may be developmental and involve limited numbers of teachers or administrators; and (3) alternative and community-based programs, which provide combinations of skills training, career counseling, and basic education, usually in settings outside the traditional public school system. Publications or documents which provide more information about their operations are listed with each description. Where the publications are not available directly from the program, sources are supplied. Preceding each of the three sections is an index displaying basic program information such as size, budget, funding sources, student and staff numbers, and grade levels. (TA)

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# Career Education Catalog

ANNOTATED LISTINGS OF SELECTED, DIVERSE,
AND INNOVATIVE PROGRAMS

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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## Introduction

The descriptions of programs in this volume have been compiled as part of a project funded by the National Institute of Education to increase awareness of innovative career education practices. The term "career education" is being defined by many people in different ways. Therefore, the listings in this booklet attempt to describe what happens in programs which meet or succeed standards of innovation; programs which represent a range of sizes, student characteristics, budgets, funding sources, locations and emphases. Programs were selected to represent both innovation and diversity.

Descriptions are collected in three sections:

- Comprehensive public school programs: these programs generally involve all or most schools of a city or district; they plan program activities for school children of all ages.

- Supplementary public school programs: these programs generally are smaller in scope; they may be designed for a particular group or age of student; they may be developmental and involve limited numbers of teachers or administrators.

- Alternative and community-based programs: these programs provide combinations of skills training, career counseling, and basic education, usually in settings outside the traditional public school system.

Information in the listings was obtained through telephone surveys with program staff. From these programs surveyed, eleven were selected as subjects for site visits and in-depth case studies. As the program descriptions were to be brief, not all important information about programs could be included. Publications or documents which provide more information about their operations are listed with each description. Where the publications are not available directly from the program, sources are supplied.

Preceeding each of the three sections is an index displaying basic information such as size, budget*, funding source, student and staff numbers. The index should help the reader locate entries within each section.

*In some instances, program staff did not indicate whether a budget figure referred to the career education portion of a school's expenditures or constituted the total school budget. Many comprehensive programs, as defined above, do not identify a separate budget for career education because they maintain it is an integral part of the curriculum and reaches all students.

# COMPREHENSIVE PUBLIC SCHOOL PROGRAMS

| Program Name and Location | Grade or Age | PROGRAM SIZE | | | | | STAFF | | | | FUNDING | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Single School | SCHOOL DISTRICT | | | Number of Students | STAFF | | | Length of Operation | SOURCE | | | | Budget |
| | | | Town | County | Regional | | Core | Involved | Volunteers | | Federal | State | Local | Self-supporting | |
| **ALABAMA** | | | | | | | | | | | | | | | |
| Cooperative Guidance for Career Education<br>Arab, Alabama | 1-12 yrs. | | | | • | 12,000 | 6 | 300 | 150 | | • | | | | $ 60,956 |
| **ALASKA** | | | | | | | | | | | | | | | |
| Craig Alaska City Public Schools<br>Craig, Alaska | K-12 | | • | | | 151 | 8 | yes | | 4 yrs. | • | • | • | | $411,716 |
| **ARIZONA** | | | | | | | | | | | | | | | |
| Career Education Project – Roosevelt School District No. 66<br>Phoenix, Arizona | K-8 | | • | | | 10,500 | 18 | yes | | 4 yrs. | | • | | | $120,000 |
| Tucson Model Cities Exemplary Vocational Education Program<br>Tucson, Arizona | K-adult | | • | | | | | yes | yes | 4 yrs. | | • | | | N/A |
| Mesa Center for Career Development<br>Mesa, Arizona | K-12 | | • | | | 38,000 | | | | 4 yrs. | | | | | $596,000 |
| **ARKANSAS** | | | | | | | | | | | | | | | |
| Magnolia Public Schools<br>Magnolia, Arkansas | K-12 | • | | | | 3,259 | 1 | yes | yes | 3 yrs. | | | • | | $20,000 |
| Research and Development Project in Career Education<br>Russelville, Arkansas | K-12 | | | | • | 8,000 | 5 | 4 | 376 | 16 mos. | • | | | | $63,558 |
| **CALIFORNIA** | | | | | | | | | | | | | | | |
| CERES Project<br>Ceres, California | K-14 | | • | | | 4,000 | 6 | yes | | 2 yrs. | • | • | | | $200,000 |
| Los Angeles Comprehensive Career Education Program<br>Los Angeles, California | | | | • | | | 6 | no | | 4 yrs. | • | | • | | $415,762 |
| Orange County Consortium, Career Education Project<br>Orange, California | K-14 | | | • | | 32,000 | 2 | yes | | 3 yrs. | • | • | • | | $342,000 |

| Program Name and Location | Grade or Age | PROGRAM SIZE | | | | | STAFF | | | | FUNDING | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Single School | SCHOOL DISTRICT | | | Number of Students | STAFF | | | Length of Operation | SOURCE | | | | Budget |
| | | | Town | County | Regional | | Core | Involved | Volunteers | | Federal | State | Local | Self-supporting | |
| **DELAWARE**<br>Career Education Project<br>Newark High School<br>Newark, Delaware | K-12 | | | | • | 6,000 | 3 | 120 | | 1 yr. | • | | | | $106,925 |
| **DISTRICT OF COLUMBIA**<br>Career Education in the Inner City<br>A Career Development Exemplary Project<br>Washington, D.C. | Pre K-12 | | • | | | 10,000 | 4 | 2 | | 1 yr. | • | • | | | $332,224 |
| **FLORIDA**<br>Florida State Department of Education<br>Tallahassee, Florida | K-12 | | | • | | 1.5 million | 34 | yes | yes | 3 yrs. | | • | • | | $10 million |
| **GEORGIA**<br>Cobb County Occupational and Career Development Program<br>Marietta, Georgia | K-12 | | | • | | 50,000 | 2 | | | 4 yrs. | | | • | | $ 25,000 |
| **HAWAII**<br>Career Education Development Continuum<br>Department of Education<br>Honolulu, Hawaii | K-12 | | | | • | 170,000 | 9-10 | | | 4 yrs. | • | • | | | $247,518 |
| **ILLINOIS**<br>Project Joliet<br>Joliet, Illinois | K-8 | • | | | | 11,060 | 1 | yes | yes | 3 yrs. | | • | • | | $ 32,530 |
| **MARYLAND**<br>Career Education - K-12<br>Anne Arundel County Public Schools<br>Annapolis, Maryland | K-12 | | | • | | 80,000 | 1 | 12 | | 3 yrs. | • | | • | | $275,688 |
| **MISSOURI**<br>Individual Career Education<br>St. Louis, Missouri | K-12 | | • | | | 3,900 | 3 | yes | yes | 2 yrs. | • | | • | | $120,000 |
| **MONTANA**<br>Career Opportunities Program<br>Rocky Boy School<br>Box Elder, Montana | Post-secondary | | | | • | 3,000 | 1 | yes | | 5 yrs. | • | | | | $ 1,530 |

| Program Name and Location | Grade or Age | PROGRAM SIZE | | | | | STAFF | | | | FUNDING | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Single School | SCHOOL DISTRICT | | | Number of Students | STAFF | | | Length of Operation | SOURCE | | | | Budget |
| | | | Town | County | Regional | | Core | Involved | Volunteers | | Federal | State | Local | Self-supporting | |
| **NEVADA** | | | | | | | | | | | | | | | |
| Clark County Career Education Program<br>Las Vegas, Nevada | K-12 | | | • | | 78,506 | yes | yes | yes | 3 yrs. | • | • | • | | $105,000 |
| **NEW JERSEY** | | | | | | | | | | | | | | | |
| Governor's Career Development Program<br>Edison, New Jersey | K-12 | | | | • | | 81 | yes | yes | | | • | | | $2,000,000 |
| **NORTH CAROLINA** | | | | | | | | | | | | | | | |
| Career Awareness and Exploration through Individual Instruction<br>Cliffside, North Carolina | K-8 | • | | • | | 388 | | yes | yes | 3 yrs. | | | | • | Self-supporting |
| **OHIO** | | | | | | | | | | | | | | | |
| Mad River Green Local Schools<br>Springfield, Ohio | K-12 | • | | | | 3,265 | 1 | | | 3 yrs. | | • | • | | $ 82,301 |
| **OREGON** | | | | | | | | | | | | | | | |
| Project Vigor<br>David Douglas Public Schools<br>Portland, Oregon | K-12 | | • | | | 8,400 | 19 | yes | | 3 yrs. | | • | • | | $ 367,859 |
| **PUERTO RICO** | | | | | | | | | | | | | | | |
| Career Education Program<br>San Juan, Puerto Rico | K-12 | | • | | • | 17,854 | 24 | yes | yes | 4 yrs. | • | • | | | $ 554,000 |
| **RHODE ISLAND** | | | | | | | | | | | | | | | |
| Career Education Project<br>North Kingston, Rhode Island | K-12 | | • | | | 6,000 | 3 | yes | yes | 2 yrs. | • | | | | $ 11,000 |
| **SOUTH CAROLINA** | | | | | | | | | | | | | | | |
| Spartenburg Career Education Project<br>Duncan, South Carolina | K-12 | | | | • | 4,025 | 3 | 225 | | 1 yr. | • | | | | $ 113,438 |
| **SOUTH DAKOTA** | | | | | | | | | | | | | | | |
| Hot Springs Public Schools<br>Hot Springs, South Dakota | K-12 | | • | | | 1,100 | 1-3 | 60 | yes | 3 yrs. | • | | | | $ 42,000 |

| Program Name and Location | Grade or Age | PROGRAM SIZE | | | | | STAFF | | | | FUNDING | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Single School | SCHOOL DISTRICT | | | Number of Students | STAFF | | | Length of Operation | SOURCE | | | | Budget |
| | | | Town | County | Regional | | Core | Involved | Volunteers | | Federal | State | Local | Self supporting | |
| **TENNESSEE** | | | | | | | | | | | | | | | |
| Tennessee Exemplary Project in Career Education<br>Greenville, Tennessee | K-12 | | | | • | 5,200 | 5-9 | | | 1 yr.,3 mos. | | | | | $ 152,000 |
| SPAN (Start Planning Ahead Now) Program<br>Memphis, Tennessee | K-12 | | • | | | 31,000 | 15 | yes | | 5 yrs. | • | • | • | | $ 296,000 |
| **VERMONT** | | | | | | | | | | | | | | | |
| Comprehensive Career Planning and Placement Project<br>Morrisville, Vermont | 2-12 | | | | • | 900 | 1 | yes | | 3 yrs. | • | • | • | | $ 20,625 |
| Career Education/Environmental Studies Project<br>Wilmington, Vermont | K-6 | • | | | | 187 | 3 | 13 | | 2 yrs. | • | | • | | $ 20,000 |
| **VIRGINIA** | | | | | | | | | | | | | | | |
| ROANOKE County Career Education Project<br>Salem, Virginia | K-12 | | | | | 23,400 | | | | | | | • | | $ 11,000 |
| **WEST VIRGINIA** | | | | | | | | | | | | | | | |
| Lincoln County Schools Career Education Program<br>Hamlin, West Virginia | K-12 | | | • | • | 5,680 | 5 | | | 4 yrs. | | | • | | $ 24,000 |
| **WISCONSIN** | | | | | | | | | | | | | | | |
| Eau Claire Career Education Exemplary<br>Eau Claire, Wisconsin | K-12 | | | • | | 10,800 | | 590 | no | | • | | • | | $ 132,000 |
| **WYOMING** | | | | | | | | | | | | | | | |
| Career Education Project<br>James H. Moore Career Center<br>Riverton, Wyoming | K-12 | | | | • | 740 | yes | 17 | no | 4 yrs. | | • | • | | $ 400,000 |
| **WEST VIRGINIA** | | | | | | | | | | | | | | | |
| Raleigh County Research and Development Project<br>Beckley, West Virginia | K-12 | | | • | | 8,700 | 5 | yes | yes | 3 yrs. | • | | • | | $ 186,000 |

# SUPPLEMENTARY PUBLIC SCHOOL PROGRAMS

| Program Name and Location | Grade or Age | PROGRAM SIZE: Single School | PROGRAM SIZE: SCHOOL DISTRICT: Town | PROGRAM SIZE: SCHOOL DISTRICT: County | PROGRAM SIZE: SCHOOL DISTRICT: Regional | PROGRAM SIZE: Number of Students | STAFF: Core | STAFF: Involved | STAFF: Volunteers | STAFF: Length of Operation | FUNDING: SOURCE: Federal | FUNDING: SOURCE: State | FUNDING: SOURCE: Local | FUNDING: SOURCE: Self-supporting | FUNDING: Budget |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **ALASKA** | | | | | | | | | | | | | | | |
| Exemplary Career Education Project<br>Anchorage Rural School District<br>Anchorage, Alaska | K-12 | | | | • | 10,715 | 4-7 | yes | yes | 2 yrs. | • | | | | $ 104,000 |
| **ARIZONA** | | | | | | | | | | | | | | | |
| Apache and Navaho Career Education Project<br>St. Johns, Arizona | 1-8 | | | | • | 22,000 | 7 | yes | no | 4 yrs. | | • | | | $ 224,000 |
| Coconino County Career Education Project<br>Flagstaff, Arizona | K-12 | | | | • | 10,193 | 31 | no | no | | | • | | | $ 82,000 |
| **CALIFORNIA** | | | | | | | | | | | | | | | |
| Volunteers in College and Career Information (VICCI)<br>San Francisco, California | 10-12 | | • | | | 18,000 | 3 | no | 90 | 5 yrs. | | | • | | $ 40,000 |
| Women's Re-entry Project<br>DeAnza Community College<br>Cupertino, California | Post-secondary | • | | | | 180 | 3 | yes | | 4 yrs. | • | | • | | |
| Project PLAN (A Program of Learning in Accordance with Needs)<br>Palto Alto, California | K-12 | | | | | 43,000 | | | | | | | | | N/A |
| **COLORADO** | | | | | | | | | | | | | | | |
| Northeastern Colorado Board of Cooperative Education Services<br>Haxtun, Colorado | K-14 | | | | • | 7,800 | 16 | yes | yes | 3 yrs. | | | | | $ 260,500 |
| Creative Urban Living Environment<br>Denver, Colorado | 10-12 | • | | | | 65 | 5 | no | no | 7 yrs. | | • | | | |
| **CONNECTICUT** | | | | | | | | | | | | | | | |
| World of Work Program<br>West Hartford, Connecticut | 6 | | | • | | 1,050 | 3 | 42 | no | 7 yrs. | | • | | | $ 32,000 |

| Program Name and Location | Grade or Age | PROGRAM SIZE | | | | | STAFF | | | | FUNDING | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Single School | SCHOOL DISTRICT | | | Number of Students | STAFF | | | Length of Operation | SOURCE | | | | Budget |
| | | | Town | County | Regional | | Core | Involved | Volunteers | | Federal | State | Local | Self-supporting | |
| **FLORIDA** | | | | | | | | | | | | | | | |
| Broward County Career Education Project<br>Walker Elementary School Project<br>Fort Lauderdale, Florida | K-12 | | | • | | 130,000 | 6 | 4,000 | 700 | 2 yrs. | • | • | | | $ 300,000 |
| Pinellas County Community Career Education Project<br>St. Petersburg, Florida | K-adult | | | • | | 57,000 | | | | | • | • | • | | $ 330,000 |
| **GEORGIA** | | | | | | | | | | | | | | | |
| ACTION Program<br>Sumner School<br>Norcross, Georgia | 8 | • | | | | 20-25 | 0 | yes | | 3 yrs. | | | | | 0 |
| **IDAHO** | | | | | | | | | | | | | | | |
| Tri County Special Services Career Development Program<br>St. Anthony, Idaho | 7-9 | | | | • | 1,080 | 1 | yes | yes | 3 yrs. | • | | | | $ 32,000 |
| **ILLINOIS** | | | | | | | | | | | | | | | |
| Comprehensive Vocational Information System<br>Rockford, Illinois | 7-12 | | • | | | 42,000 | 9 | yes | | | • | | • | | $1,143,000 |
| **KENTUCKY** | | | | | | | | | | | | | | | |
| Career Education Program for Hazard Region XII - Kentucky Valley Education Cooperative<br>Hazard, Kentucky | K-12 | | | | • | 20,689 | 5 | yes | | 1 yr. | | • | • | | $ 400,000 |
| **LOUISIANA** | | | | | | | | | | | | | | | |
| Change in Education/ Careers by Choice not Chance<br>Marksville, Louisiana | K-12 | | | • | | 7,820 | 1 | yes | yes | 1 yr. | • | • | | | $ 123,500 |
| **MASSACHUSETTS** | | | | | | | | | | | | | | | |
| Project Career<br>Randolph, Massachusetts | K-adult | | | | • | | 8 | yes | yes | | | • | | | |

| Program Name and Location | Grade or Age | PROGRAM SIZE: Single School | PROGRAM SIZE: SCHOOL DISTRICT: Town | PROGRAM SIZE: SCHOOL DISTRICT: County | PROGRAM SIZE: SCHOOL DISTRICT: Regional | PROGRAM SIZE: Number of Students | STAFF: Core | STAFF: Involved | STAFF: Volunteers | STAFF: Length of Operation | FUNDING: SOURCE: Federal | FUNDING: SOURCE: State | FUNDING: SOURCE: Local | FUNDING: SOURCE: Self-supporting | FUNDING: Budget |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **MICHIGAN** | | | | | | | | | | | | | | | |
| Incentive to Learn<br>Grand Rapids Public Schools Work Program<br>Grand Rapids, Michigan | 9/10-12 | | | | • | 160 | 1 | yes | yes | 2 yrs. | | • | | | $ 87,000 |
| Project for Saginaw-Chippewa Tribe<br>Mt. Pleasant High School<br>Mt. Pleasant, Michigan | 9-adult | • | | | | 10 | 1 | 3 | yes | 4 yrs. | | • | | | $ 24,000 |
| PALS (Pontiac Adult Learning Studies)<br>Pontiac, Michigan | 9-12 | | • | | | 100 | 4 | | yes | 5 yrs. | • | | | | $ 104,000 |
| Calhoun Area Skills Center<br>Battle Creek, Michigan | 10-14 | | | • | | 7,900 | 65 | yes | yes | 4 yrs. | | • | • | | $2,200,000 |
| **MINNESOTA** | | | | | | | | | | | | | | | |
| Work Opportunity Center<br>Minneapolis Public Schools<br>Minneapolis, Minnesota | 16-21 yrs. | • | | | | 300-350 | yes | | | 7 yrs. | | • | • | | |
| Becker Clay County Career Education Center<br>Audubon, Minnesota | 14-21 yrs. | | | • | | 126 | 23 | yes | | 3 yrs. | | • | | | $ 325,000 |
| **OHIO** | | | | | | | | | | | | | | | |
| Retired Senior Citizens Volunteer Program<br>Willowick, Ohio | elderly | | | | • | 6,450 | 2 | yes | yes | 1 yr. | • | | | | $53,87[illegible] |
| **OKLAHOMA** | | | | | | | | | | | | | | | |
| Oklahoma State Tech at Okulmgee, Oklahoma | post-secondary | • | | | | 2,800 | 154 | | | | | • | | • | $4,000,000 |
| **PENNSYLVANIA** | | | | | | | | | | | | | | | |
| Selected Functional Components of Vocational Educational Counseling System for the Urban Young<br>Pittsburgh, Pennsylvania | 6-12 | | • | | | 33,500 | 123 | yes | | 3 yrs. | • | • | • | | $ 468,210 |

| Program Name and Location | Grade or Age | PROGRAM SIZE | | | | | STAFF | | | | FUNDING | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Single School | SCHOOL DISTRICT | | | Number of Students | STAFF | | | Length of Operation | SOURCE | | | | Budget |
| | | | Town | County | Regional | | Core | Involved | Volunteers | | Federal | State | Local | Self-supporting | |
| **TEXAS** | | | | | | | | | | | | | | | |
| Placement Component of San Antonio School District<br>San Antonio, Texas | 16 yrs.& up | | | | | 5,000 | 3 | yes | no | 4 yrs. | | • | | | $ 46,000 |
| **VIRGIN ISLANDS** | | | | | | | | | | | | | | | |
| Career Awareness Pilot Project<br>St. Thomas, Virgin Islands | K-6 | | | | • | 9,000 | 2 | no | no | 1 yr. | • | | • | | $ 107,000 |
| **WASHINGTON** | | | | | | | | | | | | | | | |
| Greenhouse Project<br>Harbor Heights Elementary School<br>Gig Harbor, Washington | 5-6 | • | | | | 125 | 3 | no | no | 2 yrs. | | | • | | $ 1,250 |

# ALTERNATIVE AND COMMUNITY BASED PROGRAMS

| Program Name and Location | Grade or Age | PROGRAM SIZE | | | | | STAFF | | | | FUNDING | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | SCHOOL DISTRICT | | | | STAFF | | | | SOURCE | | | | |
| | | Single School | Town | County | Regional | Number of Students | Core | Involved | Volunteers | Length of Operation | Federal | State | Local | Self-supporting | Budget |
| **CALIFORNIA** | | | | | | | | | | | | | | | |
| Advocates for Women<br>San Francisco, California | adult | | | | | open entry exit | 2 | yes | yes | 4 yrs. | • | • | • | | $ 178,516 |
| Operation SER<br>Santa Ana, California | adult | | | | | open entry/exit | 36 | 15 | | 9 yrs. | • | | • | | $ 478,000 |
| Los Angeles Community College District<br>Division of Education Planning and Development<br>Los Angeles, California | post-secondary | • | | | | 124,839 | yes | | | 5 yrs. | • | • | • | | $160,106,207 |
| Experience-Based Career Education Project<br>San Francisco, California | 10-12 | • | | | | 110 | | | | | • | | | | $ 850,000 |
| **COLORADO** | | | | | | | | | | | | | | | |
| Better Jobs for Women<br>Denver, Colorado | 18 yrs. & up | | • | | | over 600 | 3 | yes | yes | 3 yrs. | • | | | | $ 60,000 |
| Evergreen Open Living School<br>Evergreen, Colorado | K-9 | • | | | | 150 | | | yes | 4 yrs. | • | | • | | $ 25,000 |
| **ILLINOIS** | | | | | | | | | | | | | | | |
| Chicago Urban Skills Institute<br>Chicago, Illinois | post-secondary | | | | | 1,200 | 93 | | | 4 yrs. | • | • | | | |
| **MAINE** | | | | | | | | | | | | | | | |
| The Apprenticeshop<br>Bath Marine Museum<br>Bath, Maine | adult | • | | | | 6 | | | | | | | | • | $ 10,000 |
| **MASSACHUSETTS** | | | | | | | | | | | | | | | |
| Dynamy-Learning through Internship<br>Worcester, Massachusetts | 12-adult | • | | | | 62 | 10 | yes | yes | 6 yrs. | | • | | | $ 247,000 |
| **MINNESOTA** | | | | | | | | | | | | | | | |
| Minnesota Metropolitan State College<br>St. Paul, Minnesota | post-secondary | • | | | | 900 | 10 | 13 | | 4 yrs. | | • | | | $ 900,000 |
| **NEW YORK** | | | | | | | | | | | | | | | |
| City as School<br>Brooklyn, New York | 10-12 | • | | | | 210 | 13 | | | | | • | | | $ 300,000 |

| Program Name and Location | Grade or Age | PROGRAM SIZE | | | | | STAFF | | | | FUNDING | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Single School | SCHOOL DISTRICT | | | Number of Students | STAFF | | | Length of Operation | SOURCE | | | | Budget |
| | | | Town | County | Regional | | Core | Involved | Volunteers | | Federal | State | Local | Self supporting | |
| **NEW YORK** | | | | | | | | | | | | | | | |
| Regional Learning Service<br>Syracuse, New York | adult | | | | • | 150 | 24 | | | | • | • | | | $ 300,000 |
| **NORTH DAKOTA** | | | | | | | | | | | | | | | |
| Exemplary Project in Career Education<br>Bismarck, North Dakota | K-12 | | • | | | 6,000 | 5 | | | 5 yrs. | • | • | | | $ 10,000 |
| **OREGON** | | | | | | | | | | | | | | | |
| Community Experience for Career Education $(CE)_2$<br>Tigard, Oregon | 10-12 | • | | | | 60 | 1 | 6 | 126 | 3 yrs. | • | | | | $1,000,000 |
| **PENNSYLVANIA** | | | | | | | | | | | | | | | |
| Urban Career Education Center<br>Philadelphia, Pennsylvania | 10-12 | • | | | | 130 | 4 | 27 | | 3 yrs. | • | | | | $ 877,000 |
| The Parkway Program<br>Philadelphia, Pennsylvania | 7-12 | | • | | | 1,100 | 4 | 40 | 250 | 6 yrs. | | | • | | $ 935,000 |
| Experience-Based Career Education Project<br>Research for Better Schools, Inc.<br>Philadelphia, Pennsylvania | 9-12 | | • | | | 275 | | | | | • | | | | $ 830,000 |
| **TENNESSEE** | | | | | | | | | | | | | | | |
| Women and Girls Employment Enabling Service (WAGES)<br>Memphis, Tennessee | post-secondary | | | | | 206 | 3 | | | | | • | | | $ 60,853 |
| **TEXAS** | | | | | | | | | | | | | | | |
| Federal Correctional Institution<br>Fort Worth, Texas | post-secondary | • | | | | 200 | 28 | yes | yes | | • | | • | | $ 200,000 |
| **VERMONT** | | | | | | | | | | | | | | | |
| Vermont Community College<br>Montpelier, Vermont | post-secondary | | | | • | 1,600 | 40 | 350 | yes | | • | • | • | | $ 714,000 |
| **WEST VIRGINIA** | | | | | | | | | | | | | | | |
| Appalachia Education Laboratory<br>Charleston, West Virginia | 11-12 | | | • | | 75 | 7 | 30 | | | • | | | | $ 900,000 |
| **WYOMING** | | | | | | | | | | | | | | | |
| Husky Oil Company<br>Cody, Wyoming | 11-12 | | • | | | 400 | 1 | yes | | 4 yrs. | | | • | | |

# COMPREHENSIVE PUBLIC SCHOOL PROGRAMS

Cooperative Guidance for Career Education
Arab City Schools
Post Office Drawer 0
Arab, Alabama 35016
Marine P. Bailey, Director

Age Group: 1-12
No. of Students: 12,000
Budget: $60,956

CORE STAFF FOR THREE SYSTEMS

A project director and three counselors are responsible for the integration of career education into three school districts in this rural Alabama region. The program builds the student's awareness of himself and of the world of work through scheduled experiences in grades one through eight. Activities progressively reinforce the student's knowledge and understanding of workers and emphasize that realistic career choice enhances a student's opportunity for a satisfying life. Sequenced detailed instructional units are accompanied by student tests, work sheets, evaluation forms, lists of audio-visual materials needed, other references and a list of area people willing to serve as resource people. In the first six grades the units include activities which foster positive attitudes toward all workers in the student's immediate environment. The units for grades seven, eight and nine are concerned with exploration of the fifteen career clusters as listed by the United States Office of Education. Activities in each unit emphasize group discussion and individual research. These learning experiences include field trips, personal interviews, panel discussion, exercises in decision-making and development of individual and group presentations and completion of workbooks. Although the program focuses on grades 1-8, it also serves area high schools in an advisory capacity.

Program Publication:

Evaluation Report
Available from Alabama State Department of Education, Montgomery, Alabama

Craig Alaska City Public Schools
Craig, Alaska
Stanley L. Bippus, Superintendent of Schools

Age Group: K-12
No. of Students: 151
Budget: $411,716

INDIVIDUALIZED COMPETENCY BASED PROGRAM

The Craig School System, located on an isolated island, is one of ten rural experimental schools being studied by the National Institute of Education (NIE) and is also a pilot school for the State of Alaska's study of alternative graduation requirements. Its highly individualized career education program is made possible through close student and teacher contact. On the elementary and middle school levels, students are exposed to resource speakers and learn about every career area in the community before reaching high school. The primary emphasis, however, is not on occupations but on exploration of interests and needs, and wise decision-making. On the high school level, each student proposes a career area for study and an individual program is set up according to the student's own needs and goals. By senior year the student must have a career commitment and must demonstrate proficiency in that area before graduation. The project, with a fifty percent indian population and fifty percent Caucasian, tries to compensate for its isolation through an extensive cross-cultural and travel program. A special career counselor establishes community contacts and every student chooses a "significant person" who also acts as informal counselor. The school district's primary funding sources are ESEA Title III, State of Alaska, NIE and Indian Education Funds among others.

Career Education Project
Roosevelt School District No. 66
6000 South 7th Street
Phoenix, Arizona 85040
Shirley Iaquinto, Coordinator

Age Group: K-8
No. of Students: 10,500
Budget: $120,000

INCENTIVES FOR CREATIVITY

This elementary school district serving grades K-8 was one of the first districts to receive from Arizona's 10-year career education appropriations. The program serves a primarily low-income population which is balanced among Blacks, Spanish-speaking and Anglo families. Although the program will continue to apply for yearly grants of career education money, program administrators are fostering independence and creativity among teachers by offering some of the project money in the form of mini-grants. To obtain these grants of $100 or less, teachers write mini-proposals, teachers must furnish costs of requested equipment and identifying student learning objectives. Some groups of teachers have pooled grant money for larger projects like greenhouses; others buy special equipment like calculators, typewriters, or cameras for use in expanding students' awareness of their own interests, skills and of occupations. Two coordinators who help teachers implement new ideas were themselves teachers. Teachers may learn about and become involved in career education by becoming members of either of two career education committees. Community people, including parents, teach some demonstration classes in this district's schools.

Program Publication:

Case Study of this program developed by Abt Associates Inc. under contract with the National Institute of Education

Tuscon Model Cities Exemplary
Vocational Education Program
Robert D. Morrow Education Center
Post Office Box 4040
Tuscon, Arizona 85717
Louis Bazetta, Director

Age Group: K-12-adults
No. of Students: -
Budget: N/A

CAREER EDUCATION FOR MODEL CITIES

For its first three years of operation, this program was designed to introduce career education into the schools located in the Model Cities area of Tuscon. The program began as an extended day program for dropouts and potential dropouts; it allowed students to attend classes in the evening and work during the day. Some students, equipped with cameras, tape recorders, and videotapes compiled series of on-the-job interviews with working people in the community. Other students attended and continue to attend special vocational classes in the community and receive both high school credit and vocational accreditation. Classroom kits for hands-on activities are used. No longer funded through the Model Cities agency, the program continues to operate in the Tuscon Public School District #1 and the Pima County Career Education Program.

Program Publication:

Designing the Future through Alternative Careers

Mesa Center for Career Development
161 East First Street
Mesa, Arizona 85201
Dr. Carolyn Raymond, Director

Age Group: K-12
No. of students: 38,000
Budget: $596,000

STATE MODEL

The Mesa Center for Career Development has served as a model for district programs in over 20 states. A central staff of 20 full time career education specialists assists teachers and counselors in the implement of career education in the District's 24 elementary, six junior high and three high schools. Initial staff training in career education is supported by a comprehensive set of Staff Development materials which guide activities in self-awareness, career awareness, decision making skills, world of work topics, subject area activities and many others. A Community Resource Center helps teachers coordinate field trips, guest speakers and work experience placements; it also supplies materials to help teachers plan supplementary activities, schedule special events, and evaluate student responce to such activities. Other activities are explored individually by students using special career education learning kits. Career guidance by counselors and teachers is important to the program, as is the support of a community advisory committee which holds regular public meetings to discuss program activities. The program draws support from the Elementary and Secondary Education Act, the state of Arizona, and the National Institute of Education.

Program Publications

Over 300 products available

Magnolia Public Schools
Post Office Box 649
Magnolia, Arkansas 71753
Ms. Pensy Puckett, Director

Age Group: K-12
No. of Students: 3,259
Budget: $20,000

PLACEMENT HIGH IN RURAL DISTRICT

Operating in a small, rural school district with a high rate of poverty, this program placed 97% of its graduates in work or further schooling last year. Students study 4 occupational units and 1 attitude unit a year during early elementary school, expanding to the 15 Office of Education occupational clusters in grades 5-8. Specific career education courses combined with vocational experiences are introduced in grades 8 and 9, and work exploration and simulated experiences in trade and industry and in food services take place in high school. About 5% of high school students participate in the General Cooperative Education program receiving credit for one-half day of classes and 15 hours of work. Started under federal funding, the original staff have been absorbed into the school system and funding is now local. The program has the advantage of informal but extensive community linkages.

Program Publications:

Career Awareness Units, grades 1-5 (including 25 occupational and 5 attitude units), $12.00

Research and Development Project
in Career Education
Russelville, Arkansas 72801
Ms. Loretta Bonner, Director

Age Group: K-12
No. of students: 8,000
Budget: $63,558

INFUSION APPROACH

Over 4,000 students in Russelville Schools and another 4,000 in 6 area schools feed into the Research and Development Project. Self-awareness activities leading to career awareness concepts are begun in kindergarten and continue throughout the students entire school career. Career exploration with hands-on experience starts in the middle school and students begin to focus on 6 areas of industry, home economics, and business. At the high school level value clarification is part of the English course and students are urged to make life style decisions and to explore careers which will offer them the type of home-life, wages, responsibility, creativity, that appeals to them. Once they have made some tentative decisions, eleventh and twelfth graders participate in a shadowing program in which they spend a full day with a person who is actively engaged in the career area the student has chosen. Strong community ties provide opportunities for resource presentations, learning trips and shadowing experience. The project director, 2 career counselors, a placement specialist and a secretary work closely with school counselors and teachers and conduct in-service training both in Arkansas and out of state.

CERES Project
Post Office Box 307
Ceres, California 95307
Ray Fauria

Age Group: K-14
No. of Students: 4,000
Budget: $200,000

MINI-COMMUNITIES

CERES (Career Education Responsive to Every Student) is a model program aimed at redesigning the curriculum at 7 schools in this suburban/rural district. At all levels, students learn about job preparation, lifestyle and value choices, consumer practices, and identification of interests and skills. The elementary program focuses on self knowledge through an individualized instructional approach. Two unique approaches are used for Career Education infusion: simulated economic societies exist in several classes; while other classes use Career Education learning centers developed from interest inventories. All junior high students participate in a Career Exploration program taught by counselors. Students also identify their interests, abilities, and life style to help them establish a broad career goal. The high school program provides guidance, courses, and experience needed to help students attain their goal. There is fusion of the career concept into all curricular areas plus a Regional Occupation program to meet the preparation or skill needs for job entry. Five specialists assist the Project Director in coordinating career education throughout the district.

Program Publications:

Teacher guides and student materials are available for a wide range of activities. Publications listing and order form may be otained.

Los Angeles Comprehensive Career Education Program
450 North Grand Avenue
Los Angeles, California
Mr. Robert A. Sampieri, Director

Age Group: Adults
No. of Students: Pilot Test
Budget: $415,762

LARGE SCALE CAREER EDUCATION

The Comprehensive Career Education Project in 1975 is the midway between four years of research and development and actual implementation district wide of career education activities in the Los Angeles Unified School District. After R & D projects which included curriculum testing and development, district needs assessment, and development of five year implementation plans, the Office of Career Education is operating five projects in the first implementation stage of its five year plan. The five projects were chosen by administrators of areas within the district and by the District Superintendent and his cabinet. Projects include:

- The Los Angeles County Alliance for Career Education brings together business and education leaders to support specific career education activities;
- Career Expo '75 demonstrated occupations and provided career information to the city's ninth and tenth grade students;
- The Personnel Exchange Program places teachers and counselors in area businesses for ten days so they can observe jobs and skills related to their classroom subjects or guidance interests.
- The Competency-Based Career Experience Project develops job slots in local businesses to provide entry-level to job skills for all high-school students as a prerequisite for graduation;
- The Secondary Senior High School Option tests the feasibility of open classrooms and rotating administrators in one senior high school.

The Office of Career Education is entirely supported by District funds; it has a staff of six professionals: one Administrator and five project leaders. Some additional program development funds for the Competence-Based project come from the U.S. Office of Education. The pace of implementing these plans depends upon continued funding by the District.

Program Publication:

Case Study of this program developed by Abt Associates Inc. under contract with the National Institute of Education

Orange County Consortium, Career Education Project
570 North Glassell
Orange, California 92666
Mr. Jack Sappington, Director

Age Group: K-14
No. of Students: 32,000
Budget: $342,000 a year

CONSORTIUM OF THREE DISTRICT

Orange County's Consortium for Career Education combines three school districts and a branch of California's Regional Occupational Program to develop new career education opportunities for students in this county. The Consortium includes 14 pilot schools in two K-12 school districts: Orange, and Santa Ana and a community college in a third school district called the Rancho Santiago Community College District. The Consortium operated on a three year demonstration grant from the Vocational Education Amendments Act Program activities and effects can be observed in three areas: a spiral curriculum developed by teams of teachers during the three years of the project; specialized counseling for junior high and high school students, with updated occupational information available in career centers; expanded opportunities to obtain entry level skills training or explore different job sites through school sponsored work experience program or through the state supported Regional Occupational Program.

Innovative ideas developed in this project include: direct payment for curriculum development by individual teachers, $77 for development and $49 for tested and revised unit; specialist counseling staff who keep track of student guidance needs through a priority counseling survey administered to all 8th graders and 11th graders in the district; Business and industry representatives serve on advisory councils for work experience and specific skill training for occupational clusters; Facilitators at each school help regular teachers use new career education ideas and materials.

Program Publication:

Case Study of this program developed by Abt Associates Inc. under contract with the National Institute of Education

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Career Education Project
Newark High School
East Delaware Avenue
Newark, Delaware 19711
Primo Toccafondi

Age Group: K-12
No. of Students: 6,000
Budget: $106,925

A FOCUS ON DISSEMINATION AND TEACHER PREPARATION

Radio discussion and sound slide presentations with teachers, business, and community people are methods used by the Newark Project to share information on career education. Working with 13 of 21 suburban schools, the project staff, including a director, and two coordinators, offer both summer and school year inservice training to help teachers and administrators develop programs for their schools. Emphasis is placed upon individual school needs. Alternative approaches and programs for infusing career concepts into the regular curriculum are being developed for each grade level. The program stresses awareness at the elementary level, exploration at the middle school, and exploration and specialization at the secondary level. The program is principally supported by public school funds, although salaries for the coordinators are federally funded.

Career Education in the Inner City
Browne Jr. High School - Room 206
24th & Benning Road, N. E.
Washington, D.C. 20002
Bessie D. Etheridge

Age Group: Pre K-12
No. of Students: 10,000
Budget: $332,224

CAREER EDUCATION IN THE INNER CITY

Funded under Part D of the Vocational Education Act of 1968, this project is developing and implementing a career education model K-12 which can be expanded into a city-wide program. Components of the model include Career awareness, Pre K-6; Career survey, 7-9; Career exploration, 9-10; Career preparation, 10-12; together with a continuing program of guidance for all students. Orientation for school personnel is provided through a four semester hour course developed by project staff and offered in cooperation with the local teacher's college. Periodic workshops continue staff training. The program works with an Advisory Council composed of parents, students, counselors and teachers, as well as Council of Principals. Though located primarily in the inner city, the Project touches each of the four sections of the city, involving one senior high school, six junior high schools and seventeen elementary schools. When completely implemented, the Project will serve approximately 10,000 students and 500 teachers and counselors.

Program Publications:

Curriculum guides (10)
Teacher's Manual for Career Survey (ERIC Systems)
Curriculum guide, grades K-12
Suggested Hands-On Activities, Grades 1-6

Florida State Department of Education
Tallahassee, Florida
Dr. Margaret Ferqueron
Director of Career Education

Age Group: K-12
No. of students: 1.5 million
Budget: $10 million

TEACHER SUPPORT SYSTEM - ECLECTIC APPROACH

This state-wide plan integrates career education at all levels, with present emphasis at the elementary level. The program has developed a number of special projects to support teacher efforts to include career education into their regular activities. Each school district devises its own approach in selecting curriculum. Among the projects are these four: Project Pro-CESS (the Professional Career Educator's Self-instructional System) which makes available self-instructional materials for in-service training of teachers, counselors, and administrators; Project LOOM (Learner Oriented Occupational Materials) which is developing and validating materials, methods, implementation models and teacher materials for career education program activities for elementary students. Project FAIS (The Fusion of Applied and Intellectual Skills) is a comprehensive, multi-media, instructional system (K-8) which stresses critical-thinking skills and values clarification in relation to occupational choices. Florida VIEW (Vital Information for Education and Work) makes available up-to-date career information to secondary and post-secondary school students. VIEW provides information to students about the variety of available careers and gives them descriptions of local vocational training programs. There are 34 State Department of Education representatives working with teachers throughout the state. The Legislature has granted approximately $10 million of state funds to support the Career Education concepts for the period 1973-1975, and some school districts contribute local funds.

Cobb County Occupational and
Career Development Program
Post Office Drawer 'R'
Marietta, Georgia 30060
Joel Smith, Director

Age Group: K-12
No. of Students: 50,000
Budget: $25,000

FEW SPECIALIZED STAFF REQUIRED TO INTEGRATE CAREER EDUCATION INTO ON-GOING INSTRUCTIONAL PROGRAM.

"What do you want to be?" Before this comprehensive program was implemented, students would respond to the question with limited choices in a few occupational areas having little commonality. Today student responses range among 180 occupations reflecting awareness of occupational characteristics relative to self-characteristics as a result of the career awareness activities of this program. Cobb County has integrated career education into the overall instructional program using a unit approach. Methods include hands-on activities, field trips, role playing, resource persons, providing occupational information, and tie-in of subject matter to the foregoing. The program's only specialists are a career education coordinator and a placement coordinator; rather all school resources are called upon to carry out the program. Teachers and counselors within the system receive in-service training in the use of guides for occupational units. The guides are used by teachers to develop their own units which may then be incorporated into new guides for the coming year. Funded for a three-year period under the Vocational Education Amendment Act, Part D, the effort is now fully supported by the local school budget and has been widely replicated.

Program Publications:

Synopsis -- No charge
Curriculum Units - Approximately 60 units @ $80.00 to cover printing and mailing

Mrs. Kudo, Director
Career Education Development Continuum
Department of Education
Vocational Technical Section
Post Office Box 2360
Honolulu, Hawaii 96804

Age group: K-12
No. of students: 170,000
Budget: $247,518

STATE WIDE PROGRAM

The Continuum which tries to establish self-realization, economic efficiency, good social relationships and civic responsibility among children, eventually hopes to reach 170,000 students throughout Hawaii. The program, which began its developmental phase in 1971, should be fully operative in all schools by 1978. Field trips, speakers, and hands-on experience among other techniques are used to bring career education into academic subject matter. Career guidance activities using computer and information programs and learning centers begin at the junior high level. In addition to the faculty of the schools involved there is a part-time staff with 7 members from the vocational division and 2 members from the guidance division of state education. Federal and state funds are used for in-service programs.

Program Publications:

A Conceptual Framework for a Career Development Continuum K-14 for Hawaii's schools

Hawaii Career Development Continuum Curriculum Guide for Grades K-3

Hawaii Career Development Continuum Curriculum Guide for Grades 4-6

Hawaii Career Development Continuum Curriculum Guide for Grades 7-9

Hawaii Career Development Continuum Curriculum Guide for Grades 10-12

Project Joliet
201 East Jefferson
Joliet, Illinois
Mr. Richard Osborne, Director

Age Group: K-8
No. of students: 11,060
Budget: $32,530

TEACHERS ADAPT CAREER EDUCATION

Teachers in 26 schools from the Joliet district use field trips, role playing, guest speakers and hands-on experience to integrate career education into academic curriculum. The project, initiated by community concern over a drop-out problem, also enjoys strong community linkages with the Chamber of Commerce acting as a clearing house to assist in soliciting new business involvement. The project staff member works with 566 certified teachers and 35 counselors in implementing the program. Generally no additional costs to the school system are involved, but last year state funds covered $27,000 for project specific costs, and the Illinois Vocational Division reimburses schools at $.50 per child.

Career Education
Anne Arundel County Schools
Annapolis, Maryland 21401
Robert Jervis, Director

Age Group: K-12
No. of students: 80,000
Budget: $275,688

CAREER INFUSION

The primary thrust of the program is the infusion of specific career objectives into each content area, so that career education is conceived of as an internalized part of the total school program. This district-wide program, also uses mobile units to serve disadvantaged junior high school students. Two units serve two junior high schools, spending one semester per year at each. One unit is equipped as a business office, the other as a merchandising retail unit. Students spend one hour per day in Business or Distributive education classes in the trailer receiving English credit for the former, math credit for the latter. Each elementary school also has a mobile work panel that includes tools and building materials used by teachers for hands-on activities in the classroom. The school district is divided into four areas, each with a Career Education resource teacher who works with classroom teachers and administrators. The County Career Education Coordinator, responsible to the County Director of Instruction, coordinates the total program; Area Instructional Coordinators are available to help resource teachers with planning and implementation.

Program Publications:

Career Development, K-12 Four volumes: K-2, 3-5, 6-8, 9-12; $8.00 ea.

Individualized Career Education
Maplewood-Richmond Heights School District
7539 Manchester Road
St. Louis, Missouri 63143
Mr. Frank Zeitz, Assistant Superintendent

Age Group: K-12
No. of students: 3,900
Budget: $120,000

INDIVIDUAL CAREER EDUCATION

This district-wide program in two suburban communities emphasized individuality in career education. Teachers in the seven schools where the project was developed were invited to help write project objectives; later they served on a committee to design and test curriculum which would make career education activities part of the regular classroom in grades K-6 and begin new options for career education experiences for older students. High school students can spend several part or full days "shadowing" a worker in a profession he or she likes; many students keep career education diaries as a means of measuring their progress and identifying interests. The program has developed a set of orientation materials for community people involved in "shadowing", work experience, and field trips. Their three-year Vocational Education Amendments, money for Exemplary Projects (Part D) will run until 1976; this amounts to $80,000. Meanwhile some $40,000 from the local school district helps support the program.

Career Opportunities Program
Rocky Boy School
Rocky Boy Reservation
Box Elder, Montana
Sandra Murie, Director

Age Group: Post-secondary
No. of Students: 3,000
Budget: $1,530

TEACHER TRAINING

Community people, mostly Native Americans, are learning to be teachers on the job at the Rocky Boy Reservation School. As a part of the national Career Opportunities Program for teacher training, this program hires new student applicants on the basis of interviews with a review board of teachers and other C.O.P. students. Each C.O.P. student in training helps develop an individual plan for learning; this plan may include adult education courses or courses by the extension office of the Northern Montana State College. The project director works directly with college teachers to tailor courses to the classroom experience of each C.O.P. student.

Clark County Career Education Program
Clark County School District
2832 East Flemingo Road
Las Vegas, Nevada 89121
Dr. Verl Frehner

Age Group: K-12
No. of Students: 78,506
Budget: $105,000

LOCAL FILMS PRODUCED AND PROFILE COUNSELING

Locally produced occupational films and career education guides, syllabi, and discipline activity packets which help teachers plan activities for their own classrooms are widely used by this program which includes urban, mountain, and desert schools. The printed software (i.e., guides, syllabus, and discipline activity packets) are used K-12. The program has developed 44 films about regional occupations, which are used throughout the school district at the 6th and 7th grade levels. They have also developed six exploratory films with accompanying activities for 8th grade students which carries students through a series of learning experiences from "Knowing One's Self" through learning about careers to their "High School Program Planning." At the high school level, the profile counseling program provides students and parents with a profile of the student's abilities and interests enabling students to choose an appropriate career. A work experience program is also part of the high school program. Two program specialists as well as personnel from other funded projects work with the project coordinator to coordinate career education efforts. Task force members are still developing materials to be used in the schools, and all components of the program will not be fully operative until 1976. The profile counseling is financed by Title III funds and production of the films by state vocational funds.

Program Publication:

Program information sheet which describes products and methods of ordering software from school district is available.

Governor's Career Development Program
Office of Career Development
N.J.R.M.C., Building 871
Plainfield Avenue, Edison, New Jersey
Patrick R. Doherty, Jr., Director

Age Group: K-12
No. of Students:
Budget: $2,000,000

COMPREHENSIVE MODEL FOR STATE

The Governor's Career Development Project continues to provide funds to develop and implement K-12 career education/career development programs in local school districts throughout New Jersey. Originally the program was to be concentrated in Model Cities school districts, but the program is currently being implemented in 27 sites, including urban, suburban and rural districts. The program has three components: Technology for Children (K-6), a career awareness program in which curriculum concepts are learned via hands-on technology; Introduction to Vocations (7-9), where students explore occupations through a minimum of six one-day to six-week cycles a year -- each a hands-on work experience directly related to academic curriculum; and Job Placement (10-12) where, through the use of a job placement coordinator, in conjunction with school counselors and teachers, develops part-time/full-time placement opportunities for non-goal oriented high school students as well as placing students in existing opportunities. Each site is staffed by a full-time project director, a job placement coordinator, and a multi-media coordinator functioning out of the career resource center.

Program Publications:

Grades 7, 8 and 9 Career Education Assessment Instruments - Concerning Attitudes

Senior High Career Education Assessment Instruments - Concerning Attitudes

Grass-Roots Development of Curriculum for Career Education

Basic Principles of Technology for Children

Apprenticeship Training and Career Education

Career Development through New Jersey Vocational-Technical Education Programs and Services

ERIC: Useful Information for Educators

Answers to Five Basic Questions about Career Education

New Dimensions of Career Education - focus on Human Development Needs
Available from State of New Jersey, Department of Education, 225 West State Street, Trenton, New Jersey 08625

Career Awareness and Exploration
through Individualized Instruction
Rutherford County Schools
Cliffside Elementary School
Cliffside, North Carolina 28024
Philip White, Principal

Age Group: K-8
No. of Students: 368
Budget: self-supporting

IDENTIFIES INDIVIDUAL INTERESTS

This rural project has been designated by the State Department of Publication instruction as a demonstration school to develop an instructional program emphasizing Career awareness and exploration with individualized instruction in grades K-8. Varied methods such as task cards, learning centers, role playing, and student activity sheets are an integral part of the K-3 program. Also included in the activities are classroom career days where intermediate level students research, set up and explore, by role playing, business services and organizations that constitute a community. In grades 7 and 8, students focus on job exploration with some hands-on experience through career labs which integrates academic and career education, and through individualized skills kits. Also used are role playing and activity sheets that combine a subject like science with soil testing and seed planting. Other activities feature resource speakers,who are brought in to explain their job requirements, and field trips to explore on-the-site occupations. The total program is carried out by 14 teachers who work in close contact with one career aide. The K-6 program is now a self-supporting program while the 7-8 program is funded as part of the state funded Middle grade career exploration program.

Program Publications:

Overview of Program: North Carolina Public Schools, Vol. 38, No. 37, Spring 1974

Mad River Green Local Schools
3920 Fairfield Pike
Springfield, Ohio 45502
Mary Anne Elam, Director

Age Group: K-12
No. of Students: 3,265
Budget: $82,301

BUSINESS ADOPTS CLASS

Businesses adopt classes in this program which includes regular K-10 and grades 11-12 in technical schools. The overall program focuses on the affective as well as the informative aspects of career education. Activities include hands-on experiences and field trips as well as the "adoption" experience where grade 9-10 classes may work in local enterprise. Replicated throughout the state, the program involves 163 teachers and places a counselor at each school. Seven non-certified aides are also employed.

Program Publications:

Over 20 Career Education handbooks for K-12 levels are available from program for $5.00 each.

Project Vigor
David Douglas Public Schools
Portland, Oregon
Dr. McCaleb, Director

Age Group: K-12
No. of Students: 8,400
Budget: $367,859

COMMUNITY AIDS CURRICULUM PLANNING

Project Vigor stresses integration of career education concepts into academic study. No academic/vocational studies distinction. Located in a somewhat rural area outside of Portland, this program was initiated by high school administrators concerned that kids had so little contact with persons in work settings. Career awareness, self-awareness, and exploration are stressed with this program. Hands-on activity and shadowing begin in the 8th grade. High school students work 10 hours a week in a selected career cluster. Their vocational choice must justify cluster or cluster combination chosen. On-the-job training is available. Graduates have entry level skills; are plcaed in a job or go on for further education. A General Advisory Council, divided into 17 smaller committees, includes community people from all sectors of business and industry. Members help with curriculum components in their field of expertise. The program which was funded for $367,859 during its 3 year developmental period, has now been largely covered by local funding.

Program Publications:

ED-058-418 Annual Interim Report, ERIC
ED-0670511 Final Evaluation Report 1972, ERIC
VIGOR...and BEYOND
Curriculum Abstracts

Career Education Program
Director of Guidance
State Board of Education
San Juan, Puerto Rico
Ms. Gladys Sanchez

Age Group: K-12
No. of students: 17,854
Budget: $554,000

PILOT PROJECT

Established as two pilot projects, including urban and rural areas, this program offers field trips, speakers, laboratories, role playing, community exploration and in-class discussion. Guidance and counseling is one of the major components of the projects, which includes educational and occupational planning, self knowledge, and exploration of the world of work among other areas. Another basic component is the placement of high school students, including part-time jobs. Two placement officers were utilized for this purpose. The pilot projects, which had a staff of 24 in their implementation phase, are currently carried out by the regular school staff. The projects have a grant for system-wide dissemination and is being replicated by other school districts.

Program Publications:

World of Construction - (in Spanish)
  Teachers Manual
  Student Manual
  Lectures
Teachers guide for elementary school in career guidance
Career guidance units for junior high school
Teacher guide for the course Introduction to Occupations
Outlines for 7 occupational cluster for students guidance in junior high school
Film - "Algo Mas Que Un Concepto"

Career Education Project in
North Kingston Rhode Island
North Kingston School Department
North Kingston, Rhode Island
Mr. Orrin Laferte, Director

Age Group: K-12
No. of Students: 6,000
Budget: $111,000

VOLUNTEER SUPPORT

A comprehensive effort, the North Kingston project works to increase self-awareness at all levels, develop appropriate attitudes toward work, and develop appropriate career decision making skills. Emphasis at the elementary level is self-awareness through academic/psychomotor activities. Career exploration activities at the middle school level increase the student's ability to make decisions, and high school students are provided with on-the-job experiences suited to their interests. A citizens Advisory group monitors the development and implementation of all phases of the program.

Program Publication:

"Awareness" Career Education at the Elementary Level

Spartenburg Career Education Project
Spartenburg School District #5
Duncan, South Carolina
George O. Coan, Director

Age Group: K-12
No. of Students: 4,025
Budget: $113,438

RURAL AREA SHARES PROJECTS

Despite the distance between the six towns in this rural school district, teachers and counselors are sharing activities and compiling resources which help them implement career education into curriculum for K-12 students. Activity sheets, developed by students and teachers, specify and guide projects in career education that may take from 10 minutes to four weeks to complete. These sheets are regularly reviewed by teachers and central project staff; at year's end a new resource guide for all teachers is available. For junior and senior high students, mini-courses offer work experiences in the mill and textile industries in their district and a variety of other occupations in two neighboring cities. Each of the 225 teachers involved in the program meets individually with the two project staff during the year. Training workshops include sessions for school principals.

Hot Springs Public Schools
Hot Springs, South Dakota 57747
Bill Kuhl, Director

Age Group: K-12
No. of Students: 1,100
Budget: $42,000

GOOD COMMUNITY SUPPORT

The Hot Springs program was designed to make education more relevant to the student body in a small rural community and stresses hands-on activity. At the elementary level, for example, students take a mini-course in pottery making and later sell their products to learn how a business is run. In high school there is a pilot work experience program utilizing community facilities as training stations. Field trips play an important part in the program and community facilities such as gas stations, law offices, beauty shops, electronic and medical laboratories are utilized. Summer workshops are conducted for the 60 staff members who include two counselors and the district teachers.

Tennessee Exemplary
Project in Career Education
Post Office Box 30
Floral Street
Greenville, Tennessee
Mr. Gary Hobby, Director

Age group: K-12
No. of students: 5,200
Budget: $152,000

IMPLEMENTATION COMMITTEE

An important feature of this rural K-12 program is its implementation committee composed of students, parents, school principals, and the career education team. The committee coordinates the incorporation of career development into the academic subjects with a goal toward developing appropriate attitudes about the personal and social aspects of work. Job exploration and on-the-job experiences are also emphasized. At the elementary level, field trips and hands-on activities are stressed, while junior high school students use career information centers and call upon visiting resource people. High school students typically work in training centers two hours per day for five week periods. Both junior and senior high students have access to counselling and placement services which are considered extremely important. One fourth of the operating budget has been allocated for these services aimed at a 100% placement rate. Approximately one quarter of this rural school population is low income.

SPAN (Start Planning Ahead Now) Program
Northside High School
1212 Vollintine Street
Memphis, Tennessee 38107
Mr. James Hugueley, Director

Age Group: K-12
No. of Students: 31,000
Budget: $296,000

SPAN FOR ALL AGES

The SPAN program operating on 36 target schools serves a 65% black population in Memphis. In elementary and junior high school, SPAN increases awareness of occupations and of individual interest by providing special classroom materials, and a series of locally produced films about 15 occupational clusters, field trips and resource people. A core staff of resource coordinators help teachers learn to use career materials in career laboratories and develop their own career units. For high school students, SPAN serves to unify and lend status to all career-related courses offered: cooperative education, pre-vocational, and work experience classes. Placement of students who want jobs is important at this level. Coordinators not only help teachers incorporate career information into the subject area classes, they serve as "quick shot" counselors, keeping students informed about work opportunities and training programs which former students report are good. Two systems of computerized occupational information are available to SPAN students: the VIEW system which features local job market information, and a Computer Assisted Career Information (CACI) system tailored for SPAN students by program staff. Originally funded by Part D money from the Vocational Education Amendments Act, many program elements are being funded by state money.

Program Publication:

Case Study of this program developed by Abt Associates Inc. under contract with the National Institute of Education

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Comprehensive Career Planning
and Placement Project
Peoples Academy
Morrisville, Vermont 05661
John Osborn, Project Director

Age Group: 2-12 grades
No. of Students : 900
Budget: $20,625

CAREER EDUCATION IN ISOLATED AREA

The Comprehensive Career Planning and Placement Project, based on the Exemplary Guidance Project, was designed to give children in isolated, rural, northern Vermont, the opportunity to develop self awareness, career awareness, and decision-making skills through an integrated career education academic program. Nine hundred out of 1100 students in this low-income area participate in the project. Special efforts are made to compensate for the district's isolation. All elementary school children participate in at least one field trip out of the region and 1 to 3 local field trips per year. Sixth graders spend one afternoon a week on the job and specific group guidance sessions focus on individual interests and abilities in grades 7 through 10. Instructional units have been developed to help students assess specific career and living opportunities. Tenth graders are given intensive guidance in deciding whether to attend the local high school or the regional vocational high and a travel component is introduced in the 10th through 12th grades. High school seniors without interest in further formal education take a special course, the World of Work, offering job preparation and training. Staff includes 3 full time guidance counselors, 20 elementary and 8 secondary school teachers.

Career Education/Environmental Studies Project
Deerfield Valley Elementary School
Wilmington, Vermont
Casey Murrow, Director

Age Group: K-6
No. of Students: 187
Budget: $20,000

CAREER EDUCATION IN THE COUNTRY

This rural elementary school with 200 students is modeled after British open classroom primary education. Career education here is combined with an environmental studies project which makes use of the outdoor location of the school and the many community resources available in surrounding small towns in southern Vermont. Contact between the school and community is frequent, maintained through field trips from the school, and resource visitors to it. A resource guide consolidates names, topics, interests and requirements for preparation for visits to or from the people and businesses listed. The program Coordinator and two assistants guide teachers to new materials and new ways to use old ones; they also act as substitute teachers with career education specialties. They may provide coordination or leadership for a field trip; or take over a classroom for a special career-related project. They allow regular teachers release time to spend with smaller groups of children, to attend workshops or to visit other innovative schools. Students are encouraged to make records in a variety of media on their projects both as products and as ways to communicate career information to other students. Although the school receives a small amount of federal funds and its emphasis is on low-budget activities.

Program Publication:

Case Study of this program developed by Abt Associates Inc. under contract with the National Institute of Education

ROANOKE County Career Education Project
526 College Avenue
Salem, Virginia

Age Group: K-12
No. of Students: 23,400
Budget: $11,000

CURRICULUM BASED PROGRAM WITH TEACHER IN-SERVICE TRAINING

This county project uses a small budget to provide in-service training for teachers in infusing career education into the regular academic curriculum. The program stresses career awareness, job exploration and on the job exploration. In-service components consists of summer workshops for social studies teachers and counselors in six pilot schools; one-day workshops for teacher orientation to career ed concepts; and seminars on decision-making concepts for counselors. Counseling and placement efforts focus on decision-making; enabling the student to be more aware of their values and the world of work.

Lincoln County Schools Career Education Program — Age Group: K-12

Lincoln County Schools — No. of students: 5,680

Box 437 — Budget: $24,000 (excluding salaries)

Hamlin, West Virginia 25523

Mr. Elknis, Director

WIDELY REPLICATED COMPREHENSIVE RURAL PROGRAM

Serving a largely rural population, this comprehensive K-12 project operates within a rural school district encompassing 26 schools and a Vocational Center. Under the direction of a Voc. Director, the vocational and career education programs are closely integrated and both stress hands-on activities at all levels. At the elementary level hands-on activity is encouraged through simulation kits, field trips, and trips to the Vocational Center. The high school level features co-op and work study programs as well as in-school vocational studies. A special characteristic of the program is the availability of all vocational facilities to all students including dropouts. Additionally, the high school counseling and placement service and the Vocational Center assist students in finding jobs by gathering information from local employment services. Students, however, are also encouraged to seek out their own employment opportunities. Staff include 3 coordinators and 4 paraprofessionals who work with school guidance counselors. As a part of in-service training, teachers also receive hands-on experiences at the Vocational Center. Originally federally funded, the Lincoln Project is currently financed from county funds and has been replicated in New Mexico and in Texas.

Program Publications:

Curriculum Guides Level 1-10

Occupational Awareness Test Level 1-6

Resource Bibliography in Career Education

Eau Clair Career Education Exemplary
122 Mappa Street
Eau Claire, Wisconsin 54701
Clifford Stanford, Director of Federal
Programs for Eau Claire Public Schools

Age Group: K-12
No. of Students: 10,800
Budget: $132,000

CAREER EDUCATION FOR ALL K-12 WITH 100% PLACEMENT GOAL

This program affects 10,800 students, K-12, in twenty-five schools including one center for handicapped. Standard activities are career guidance, self-awareness, career options, job preparation. These activities are implemented through field trips, guest speakers, day off to see parents at work, hands-on experiences, work exploration and a good relationship with the State Department of Employment Security for those not going on to college. This program is making a real attempt to change the curricula, being very sensitive to sex-role stereotyping. Representatives from NOW and the State Department of Industry have edited new materials for sex bias. The program offers extensive counseling. They have also experimented with "flexible modular scheduling" which allows mini courses. The professional staff consists of 560 teachers and 30 guidance counselors. The staff is offered ten hours of in-service training devoted to career education and curriculum writing workshops in the summer which teachers are paid for. The budget of $132,000 is primarily from federal sources with $25,000 being local monies.

## INDEX INFORMATION

Program Name Eau Claire Career Educaton Exemplary

Grade or Age K-12

School District:
- ____ Single School
- ____ Town
- X County
- ____ Regional

Number of Students: 10,800

Staff:
- ____ Core (Administrators, Coordinators,etc)
- 590 Involved (Teachers, Counselors, etc.)
- ____ Volunteers

Length of Operation: _____

Funding:
- Federal X
- State ____
- Local X
- Self Supporting ____

Budget $: $132,000

Career Education Project
James H. Moore Career Center
School District #25
Riverton, Wyoming 82501
Mr. Keith Currey, Counselor

Age Group: K-12
No. of Students: 740
Budget: $400,000

COMMUNITY SUPPORT STUDENTS IN NON-TRADITIONAL PROGRAMS

This program involving 740 students stresses career awareness at the elementary level, exploration at the middle school level and on-the-job experience for high school students. Many students are involved in non-traditional studies such as girls taking building trade courses or auto mechanic courses. Students enrolled in the building trades class have the opportunity to build a house from the ground up. Experience in rough carpentry as well as finish work, house wiring, plumbing, carpet laying and drywalling are offered. Support from building tradesmen and other community people is tremendous.

Raleigh County Research and Development
Project in Career Education
105 Adair Street
Beckley, West Virginia 25801
Mary Klaus, Guidance Director

Age Group: K-12
No. of Students: 8,700
Budget: $186,500

HANDS-ON EXPERIENCE FOR TEACHERS

This program, based in a rural, coal mining area, receives a strong community support, including financial aid. The placement office has a good degree of success matching skills to jobs for local employers and has a good working relationship with the state employment service. Every effort is made to acquaint teachers with community resources, and the teachers are offered stipends for in-service courses in which they not only develop curriculum units, but gain actual hands-on experience. About half the students in the school district are served by the program. Junior high school students are offered a summer vocational exploratory program in which they spend two weeks working in three different shops. High school emphasis is on guidance and placement, and career education units become more structured. A coop program, special classes in mining, summer workshops, programs for dropouts and special education students, and an adult learning laboratory are among the career education opportunities available. After two years of federal funding, the program is now locally supported.

Program Publications:

"Building Blocks to Careers"

# SUPPLEMENTARY
# PUBLIC SCHOOL PROGRAMS

Exemplary Career Education Project
Anchorage Borough School District
670 Fireweed Lane
Anchorage, Alaska 99503
Gene Davis, Director

Age Group: K-12
No. of Students: 10,715
Budget: $104,000

URBAN ALASKA DISTRICT

In this urban Alaskan district, 16 schools of 63 in the district are pilot testing career education as part of their regular curriculum. The program's seven staff seek to identify and coordinate resources and people throughout the district who can contribute to the career learning units used from K-12. Six learning units are identified: self-understanding; introduction to the world of work; understanding leisure; basic studies and career preparation; planning and decision making; use of community resources. Elementary students are involved in self-understanding and an introduction to the world of work. Middle school students (7-8) are exploring thirteen (13) occupational clusters through community resources. Guidance for career decisions is emphasized in grades 9-12; approximately 650 students are involved in work experience. Teachers may receive mini-grants from the project to finance special projects. A major feature is a community resources scheduling center used by 1800 teachers in the district to schedule resources in eight (8) categories from a community of over 150,000 population. The eight (8) categories are Career Awareness Field Trips, Career Exploration Field Trips, Classroom Discussion leaders, At work discussion leaders, Career Reference Materials, Exploratory Work Experience, Cooperative Vocational Work Experience, and Non-occupational classroom discussion leaders.

Program Publications:

K-3 Activity Guide
Learning Leisure Activity Packets
Community Resources for Career Education
Career Education Model K-12
Position Paper on Career Education

Apache and Navaho Career Education
Project
Post Office Box 749
St. Johns, Arizona 85936
Earl Patterson

Age Group: 1-8 grades
No. of Students: 22,000
Budget: $224,000

MEDIA CENTER FOR PRIMARY GRADES

This state sponsored project operates on Apache and Navaho Indian reservations in two Arizona counties. A media center for the primary grades includes hands-on kits in several occupational clusters and audio-visual material on area occupations. The program stresses occupations found on the Indian reservations including handicrafts and local business opportunities. Media center resources are distributed to local teachers by coordinators who travel throughout the districts. Two schools are part of a satellite TV program being recorded as part of media center resources. The permanent staff includes a director, 4 area coordinators, and 4 curriculum consultants who travel to schools helping teachers plan and implement activities.

Program Publications:

In-service brochure
"Arizona Career Education"
Various units and course outlines
Media catalogs

Coconino County Career Education Project
P.O. Box 395
Flagstaff, Arizona 86001
Virgil Langley, Director

Age Group: K-12
No. of Students: 10,193
Budget: $82,000

SMALL STAFF SERVICES LARGE AREA

This program, serving six high and eight elementary school districts, is located in the second largest county in the United States. Project staff provide support and in-service training for teachers who design and implement career education programs in the schools. At the junior and senior high level, work experience coordinators at the schools may help place students in on-the-job training in an occupational cluster. Students spend five to ten hours a week on site. Throughout the program, teachers are helped to relate subject matter to occupational experience. Career exposure and career awareness through field trips and guest speakers is the emphasis at the elementary level. The primary source or revenue for this project is state funds.

Volunteers in College and Career Information (VICCI)
San Francisco Unified School District
135 Van Ness Avenue
San Francisco, California 94102
James P. Gordon, Project Director

Age Group: 10-12 grade
No. of Students: 18,000
Budget: $40,000

AUXILIARY COUNSELING PROGRAM STAFFED BY VOLUNTEERS

This program aims to increase the effectiveness of counseling and guidance programs in San Francisco senior high school by providing a drop-in "open door" career and college information service for students and school staff. The project includes a counselor as project director and 70 to 90 volunteers divided into teams serving in eight senior high schools. Each team has a volunteer team leader who coordinates the activities of the on-site volunteers assigned. Volunteers work one-half day per week each and represent all segments of the community -- college students, parents, grandparents, released-time employees, retired persons, etc. Following training, volunteers assume a variety of non-professional responsibilities: they generally discuss career options with students; help students discover training requirements for a particular career and where such training may be obtained; help students find answers to questions concerning college admission procedures, entrance tests, scholarship and financial aid programs; distribute applications and assist students in completing them; help students investigate occupations related to interest survey results. A college and career resource library is maintained at each VICCI site. Volunteers distribute much of the necessary factual information to students, thereby giving counselors more time for the direct, personal counseling students may need. Following the VICCI model, mini-programs have been set up in single schools in other districts with an interested counselor to act as sponsor, a willing and capable adult to work as team leader, a few volunteers. Three local foundations provided seed money. The school district gradually absorbed the costs over a 3 year period and now fully funds the program.

Program Publications:

Enjoy Working With High School Students? (Recruitment pamphlet)
List of Vicci Services
Evaluation Report -- June 1973

Women's Re-entry Project
DeAnza Community College
21250 Stevens Creek Blvd.
Cupertino, California 95014
Virginia Lockhart

Age Group: Post-secondary
No. of students: 180
Budget:

SUPPORTIVE PROGRAM FOR WOMEN

This one year program is designed to provide women with support and skills they will need to reenter educational or work programs. The curriculum includes courses in such basic skills as English and math, as well as courses in home economics, child development, and personal assessment. One feature of the program is a class in career issues and problems led by a psychologist. Two social service assistants help women students in researching community organizations in regard to school matriculation and possible work situations. Other courses emphasize self and career awareness; they bring women in contact with persons in various occupations, and provide information about occupations and training. Personal and interest inventories rather than ability tests are stressed, although women also learn how to take and evaluate their performances on other kinds of tests. Many women in the program come from low-income groups, or are single heads of household. About half belong to minority groups and have low income; most have some high school education.

Program Publication:

American Education, Volume 10, Number 4, 1974

Project PLAN (A Program of Learning in Accordance with Needs)
P.O. Box 1113
Palo Alto, California 94302
James A. Dunn, Director
Curriculum, Guidance and Individual Planning Divisions

Age Group: K-12
No. of Students: 43,000

COMPREHENSIVE CAREER EDUCATION CURRICULUM

This comprehensive program was the product of a cooperative effort between the American Institutes for Research, 13 public school systems throughout the United States, and the Westinghouse Learning Corporation. PLAN's goal was to develop a practical educational system which would assist schools in developing individualized instruction. This goal includes helping students to acquire knowledge of available choices of occupational roles, leisure-time activities, social and civic responsibilities; to obtain knowledge of individual differences, the principles of learning, behavior management, and prospects for the development and/or changeability of interests and values; to develop skills in assessing own abilities, interests and values; to develop skills in forming and evaluating personal goals. With this overall ambition, PLAN has three major theoretical components: Instructional Resources, a Guidance System, and Support Services. In addition, PLAN's Career Education and Guidance components consist of Curriculum Planning and Coordination; the Orientation and Study Skills Program; the Career and Vocational Information Program covering primary, intermediate and secondary levels; the Student Goal Formulation Program; the Individual Planning Program; the Student Assessment and Progress Monitoring program; and the Military, College and Post-High School Counseling Program. Since 1970, PLAN has been commercially marketed by Westinghouse Learning Corporation and is presently used in 100 school districts.

Northeastern Colorado Board of
Cooperative Education Services
Haxtun, Colorado 80731
Al Renzelman

Age Group: K-14
No. of Students: 7,800
Budget: $260,500

REGIONAL PROGRAM

The Board of Cooperative Education Services provides several educational programs for 14 rural school districts in Colorado and strong in-service training for teachers. The Board uses commercial resources such as the Duso kit and Florida Valuing material, and also produces a booklet describing individual teachers' efforts in career education. Programs include the job van which visits each junior high with audio-visual information on careers and job preparation; special career education academic courses for junior high; mini-courses taken in school or on site; interviews and films on occupations made by junior high students in English class; 10th grade exploratory field trips; 11th and 12th grade on-the-job training for credit and pay. The regional coordinator and school coordinator work with teachers to gather and disseminate information. Although funded by a $32,000 Vocational Educational Grant, local funds provide $228,500, most of the operating budget.

Program Publications:

Career Education in Northeast Colorado: A Summary of Methods and Material
Career Education Division, $3.00

Creative Urban Living Environment
Manual High School
Denver, Colorado
Alfred Prud'homme, Assistant Principal

Age Group: 10-12
No. of Students: 65
Budget: Not available

STUDENT RUN CORPORATION

Students in grades 11 and 12 in Manual High School run an independent construction corporation. The Corporation is registered with the State of Colorado and provides services to the urban renewal authority. Students, enrolled in a traditional trades program with a CULE extension, do everything from pouring concrete to serving on the Board of Directors and are paid for these duties. Seven staff members include trades people and one vocational teacher. The project is funded as part of the regular school budget and teachers are paid by this budget.

World of Work Program
211 Steele Road
West Hartford, Connecticut 06117
Mrs. Ruth Prosser

Age Group: 6th grade
No. of students: 1,050
Budget: $32,000

CAREER EDUCATION IN THE SIXTH GRADE

World of Work (W.O.W.) is a Career Awareness program offered to all sixth level students in West Hartford. It structures experiences and designs materials so that a student can continually assess his own skills, abilities, interests, goals, values, and become aware of his uniqueness as a person. A student interviews and interacts with a resource visit to the schoolroom or in a community based experience; he tries to discover the totality of this individual's personality as well as the special features of his job. The Program design includes an overview of basic Career Education concepts as well as concentrated study in the classroom of two or three major career clusters. Students are also introduced to workers in all fifteen OE career clusters either by first-hand contact or through simulated audiovisual experiences in the classroom. Career Awareness is integrated into the exisiting curriculum whenever possible and includes such basic skill training as interviewing and reinforcement of observation, writing, and research skills. The W.O.W. program is carried out by a district coordinator and two assistants, working with a W.O.W. team that includes trained parent volunteers and teachers.

Broward County Career Education Project
Walker Annex
1001 Northwest Fourth Street
Fort Lauderdale, Florida 33311
Dr. James E. Smith, Director

Age Group: K-12
No. of Students: 130,000
Budget: $300,000

COUNTY PLAN FOR IMPLEMENTATION

Voluntary implementation of career education in grades K-12 has been fostered throughout this Florida county by the guidance of a Career Education Steering Committee and a project staff which includes a director, a coordinator, three teacher specialists, a guidance and media specialist, and an evaluator. Project staff members are on call as resources to those local schools that want to implement a career education program. An interested school staff commits itself to implementation by forming a local steering committee which includes at least an administrator, a guidance counselor, media specialist, and teachers representing grade levels or disciplines. The Career Education project provides a supplement and in-service training for a key person at the participating school to serve as career education coordinator; this coordinator is, in turn, responsible for training other faculty. Resource guides help teachers integrate academic and career learning and allow them to adapt existing materials for the needs of their own locations and students. Eighty-four of the 135 district schools have volunteered to implement career education in this manner. The implementation program, funded by state and state-administered monies, has been replicated in other counties.

Program Publication:

Careers Into Curriculum

Pinellas County Community Career Education Project
3230 9th Avenue South
St. Petersburg, Florida 33712
Mrs. Myrtle Hunt, Director

Age Group: K-adult
No. of Students: 57,000
Budget: $330,000

COUNTY-WIDE MODEL FOR STATE

Pinellas County has instituted a long-range plan for implementing career education in all 110 county schools by 1985. The implementation plan calls for the classification of schools according to their degree of participation and funding for career education. In early 1975, 22 schools serving students from Kindergarten through junior college were designated as pilot schools where the career education program included self-awareness and self-concept curriculum units, combination of career awareness with regular academic subjects, exploration of job clusters, and study units of local job markets. Eventually the program plans to have 100% placement in jobs or training for all students leaving school. The master implementation was begun with a series of one day workshops introducing teachers to the Career Education Curriculum and Instruction System for the county. Experience with these workshops has been incorporated into the design of four-week summer workshops for continuing implementation. The county Suncoast Chamber of Commerce has provided assistance in developing local resources for field trips and classroom visits.

ACTION Program
Sumner School
585 Mitchell Road
Norcross, Georgia
Robert Stewart, Director

Age Group: 8 th grade
No. of Students: 20-25
Budget: $0

STUDENTS RUN MANUFACTURING FIRMS

Each quarter, 20-25 eighth grade students are randomly selected to participate in this 12 week program which helps them develop an understanding of the manufacturing and distribution industries. During the first days of the class, students decide what project to manufacture, set up a company, raise capital by selling stock, elect officers, buy materials, make a prototype of the product and do market research. The class is usually ready to go into production by the 6th or 7th day of the project. Students spend one school hour and a minimum of five after school hours per week working in the factory. Officers are salaried; workers earn an hourly wage; salespeople work on commission. The products are sold locally and company officers are responsible for keeping records and reporting bi-weekly. After 12 weeks the company is liquidated. Teachers in the program take a one week course which is specifically designed to train them to implement ACTION (Applied Career Training and Occupational Needs). There is no budget for this program. Existing facilities are used and the students raise their own money at the onset of each quarter.

Tri-District Special Services
48 East 1st North
St. Anthony, Idaho 83445
Dr. Robert Charlton, Director of
Career Education

Age Group: 9th, 8th, 7th
No. of Students: 1,080
Budget: $32,000

MOBILE UNIT COMPENSATES FOR ISOLATION

A mobile resource unit visits junior high students in three rural school districts to give information on many occupations with which the student may not be acquainted; also to help students gain self-awareness and to use their knowledge of self and work in making realistic career decisions. Parents participate in assessing their child's interests and problems, and work closely with school counselors. In addition to the classroom teachers and on-site counselors involved, there is a project staff of director, a special career counselor and an information instructor. Eventually students of all grade levels should be involved in this program. The Idaho project is in its second year of a three-year Title III funding.

Program Publications:

"Careers in Motion" Instructors guide and student workbook, $2.00

Comprehensive Vocational Information System
210 South Madison
Rockford, Illinois
Edgar Franceen, Co-ordinator of Career Education

Age Group: 7-12
No. of students: 42,000
Budget: $1,143,000

COMPUTERIZED INFORMATION

CVIS is a computer counselor partnership designed to help students realize the importance of co-ordinating curriculum plans and career objectives by exposing them to a wide range of occupational choices and information about career preparation. Students use audio-visual aids and special computer programs to study and compare occupations before obtaining detailed information on particular occupations. Students and guidance counselors work to individualize senior high school curricula with career plans. Computer workshops are conducted for the 32 Rockford city guidance counselors involved. The program, which has been replicated by consortium of 50 sites, receives $361,000 in federal funds and $782,000 in local funds over a 3 year period.

Career Education Program for Hazard
Region XII
Kentucky Valley Educational Cooperative
511 Broadway
Hazard, Kentucky 41701
Dr. Owen Collins

Age Group: K-12
No. of Students: 20,689
Budget: $400,000

REGIONAL EMPHASIS

Career Education programs in this region are developed and implemented by teachers who receive in-service training at one location; training includes 3 hours of actual on-site work experience. The program emphasizes the production and marketing of local handicrafts. Students visit district fairs and market and distribute local handicrafts for profit. Thirteen co-ordinators meet regularly to share information and materials with each other thus serving as a link between regional teachers. A Cooperative Board of superintendents from each regional component and representatives from the state college are responsible for policy. The program, in its second year of operation, is still working with grades 1-6.

Change in Education/Careers by
Choice not Chance
201 Tunica Drive
Marksville, Louisiana 71351
Ronald Mayeux, Director

Age Group: K-12
No. of students: 7,820
Budget: $123,500

REDUCE DROP-OUT RATE

Careers by Choice Not by Chance was developed to alleviate a high drop-out rate in this rural Louisiana parish by improving student self-concept as well as providing knowledge about careers and career opportunities. Comprehensive in scope the program serves 8,000 students in grades K-12 in both public and parochial schools; about 40% come from low income families. In grades K-6 students are exposed to two exploratory units in career education, seventh and eighth graders work in an exploratory program while the ninth grade program emphasizes hands-on skill development and awareness of the relationship between education and career opportunities. In grades 10-12 vocational education instructors attended summer workshops and developed units for continued work using the career education concept. In addition a special training unit in refrigeration and air conditioning has been purchased and placed in a 12' x 60' mobile home. This unit serves two schools per year and is moved on a semester basis. A notable feature of the parish-wide project is the career education mobile unit van. Staffed by a guidance counsellor, the van travels to all parish schools and works with both students and school counsellors in an audio-visual exploratory program. In addition to direct service to students, the project provides an active in-service training component which is currently focusing on special education for 190 teachers. Additionally, 18 previously uncertified counsellors are obtaining certification through an in-service course sponsored by the state.

Project CAREER
301 North Main Street
Randolph, Massachusetts 02368
Vincent P. Lamo, Director

Age Group: K-adult
No. of students: not applicable
Budget: not available

PROJECT CAREER (COMPUTER ASSISTED RESEARCH FOR EDUCATIONAL RELEVANCE)

Project CAREER has developed a computerized data bank of occupational performance objectives for various occupational areas which is available to all schools in the state. For each objective the bank will identify prerequisite competencies, skills or procedures for attaining the objective. A special coding process can be used to identify those objectives which can be performed by certain classes of handicapped students. Performance objectives were developed and validated by educators, curriculum specialists, and tradespeople. Project CAREER is a federally funded research and development grant administered by the Division of Occupational Education, Massachusetts Department of Education.

Program Publications:

"Project CAREER in Motion"

A synopsis of "Suggested Models for Supplementing the Project CAREER Data Bank?

Guidance Workshop Manual - Career Information Centers

Guidance Workshop Manual - The Dictionary of Occupationsl Titles - "A Basic Tool for Teachers and Counselors"

Instructions for the Use of Career Preparation Analysis Charts (Careerograms)

Project CAREER's Workshop Orientation for Special Needs Personnel

Curriculum Data Guide - "Marketing and Distribution"

Incentive to Learn
Grand Rapids Public Schools Work Programs
143 Bostwich, N. E.
Grand Rapids, Michigan 49502
James Burress, Director

Age Group: 9/10-12
No. of Students: 160
Budget: $87,000

GUARANTEED PLACEMENT FOR HIGH SCHOOL SENIORS

Incentive to Learn provides job exploration and on-the-job experience to high school students who want jobs after graduation. The program gives special consideration to under-achievers, potential dropouts, and economically disadvantaged students. Students divide school days between high school classes and skill training locations; they receive credit for both sessions, graduating with a high school diploma and marketable skills which virtually guarantees placement in a job. Students typically explore several types of jobs before settling on a single on-the-job training experience. Incentive to Learn will pay tuition for students who want to attend technical training schools. Staff and students were dissatisfied with standardized tests so evaluation is done by the core staff, students, and the supervisors who work with students during their on-site training.

Project for Saginaw-Chippewa Tribe
Mt. Pleasant High School
1155 South Elizabeth Street
Mt. Pleasant, Michigan 48858
Mr. Marvin Oberlander, Director

Age Group: 9-12 & Post-secondary
No. of students: 10
Budget: $24,000

COMMUNITY CONTROLLED

Saginaw-Chippewa students from Mt. Pleasant high school spend half days in school and half days in work experience placements on the reservation where Mt. Pleasant is located. Students receive academic credit and are paid for their work which is designed to build specific job skills. Instructors are all from the Saginaw-Chippewa tribe. Various instructors rotate supervision of the work depending upon the skills required for the project undertaken. The tribal council makes policy for projects and placement of these students, working cooperatively with the instructors, vocational director and the school board. The instructional component of the program is funded by a $24,000 budget from the State Department of Education. Out of school activities such as the remodeling of a home, payment of student services and material assistance are funded through the community component of the program. The community component receives its funding from the Bureau of Indian Affairs, Work Study Area Center, New York, State Department of Vocational Education, and the Labor Department among others.

Program Publications:

Overview of program

PALS (Pontiac Adult Student Learning Systems)
1830 West Square Lake Road
Pontiac, Michigan
Mr. Robert Rochow, Director

Age Group: 9-12
No. of Students: 100
Budget: $104,000

INTERNSHIP PROVIDES EXPERIENCES FOR LEARNING

PALS (Pontiac Adult Student Learning Systems) is an internship study program for a small group of urban city high school students. This pilot program has grown out of the Pontiac career education program which started in 1969. Each of the 100 students in the project registers an interest in an occupational field and then works for five weeks as an intern in a job in that field. At the end of the five weeks, the student may spend the next internship period at a related job in the same field or may change fields and explore other jobs as an intern. Each student is assisted in planning internship experiences by the program's two instructional leaders. Instructional leaders with counselor training emphasize the development of student skills in communications, decision-making, self-evaluation and the skill to develop their own progress. A city coordinator develops placements for students. Money for the program comes from Vocational Education Amendments of 1968. After the pilot stage, the program will be open to all students.

Program Publications:

Interim Report

Idea Book - Developmental Steps of Program

Calhoun Area Skills Center
475 East Roosevelt Street
Battle Creek, Michigan 49017
Clifford Jump, Director

Age Group: 10-12 & junior college
No. of Students: 7,900
Budget: $2.2 million

REGIONAL CAREER PREPARATION CENTER

Students from fifteen high schools attend this skill center for half-day sessions. The center provides simulation labs in several occupational areas where students receive "hands on" training; others have on-site exploration by contractual agreement with area businesses. The center is coordinated with area junior colleges enabling center students to take courses at the colleges and junior college students to use the skill center. The program includes placement, follow-up of both students and participating businesses, and work opportunities for graduates as teacher aides in the program. All instructors are experts in their occupational fields. The project is funded mainly by the state and local school districts with additional special grants from the government and local businesses and philanthropists.

Work Opportunity Center
Minneapolis Public Schools
807 N.E. Broadway
Minneapolis, Minnesota 55413
Mr. John Nagle

Age Group: 16-21 years
No. of Students: 300-350
Budget:

ALTERNATIVE CENTER FOR DROPOUTS

At the Work Opportunity Center, dropouts and potential dropouts are encouraged to help define their own school experience. The school day is short and supervised work programs are available; academic subjects required for a high school diploma or G.E.D. are integrated with work experience or skill training. In addition to work and study arrangements, the Center offers assistance with health care and opportunities for family or individual counseling. Staff and students work together closely; there are 18 teachers and 8 counselor-coordinators for 300 students. Money for the program comes from the city school system and some state education sources.

Becker-Clay County Special Education Cooperative
Career Education Center
Audubon, Minnesota
Larry Anderson, Director

Age Group: 14-21 years
No. of Students: 126
Budget: $325,000

PREPARES HANDICAPPED IN PERSONAL, SOCIAL AND OCCUPATIONAL ADEQUACY

The program involves 126 mentally retarded and handicapped students from eight school districts in rural Minnesota. This center helps them develop an individualized program to provide entry level skills in an area of their interest. Fourteen areas of exploration have been identified, and each student explores as many areas as possible. Academic studies are related to job exploration through skill sheets, and students also have classes in physical education and social relations. Some may be taking classes in the regular or vocational school. Students apply for jobs within the school and are also given on-the-job training. Students achieve entry skills on a par with any other applicant for that job. The teacher-work coordinator evaluates students in on-the-job positions twice weekly and there is a three-year follow-up program. The Director of Special Education works with the Board of Directors (created under a Joint Power agreement, MSA 471.59) consisting of a representative from each school district, the teachers and the students in forming policy. A recently implemented program is the Lifemanship Skills for Special Needs Youth, which provides a community-living setting to help them acquire social living skills necessary for independent living. Another is the Alternative Learning Program (ALP) which addresses the needs of students that are not adequately served within the regular program. The ALP program helps students by modifying curriculum and providing high interest learning situations to facilitate acquisition of vocational skills.

Retired Senior Citizens Volunteer Program
Willoughby-Eastlake Board of Education
101 East 293rd Street
Willowick, Ohio 44094
Mildred Foley, Director

Age Group: elderly
No. of students: 6,450
Budget: $53,871

SENIOR CITIZENS WORK IN SCHOOLS

This R.S.V.P. placement program is one of four such programs that place senior citizen volunteers in public schools. Interviews and interest sheets are used to match the skills of volunteers to the needs of a particular classroom or age group. Volunteers assist teachers with in-class career education units and also provide leadership and assistance for student work experience. A retired woodworker, for example, teaches students how to use basic woodworking tools. As a part of the national ACTION program, a Citizens Advisory Committee works with the R.S.V.P. to place volunteers in other community organizations; however, half of the R.S.V.P. volunteers in this county district are placed in schools. A third party evaluation indicates that student attendance, and awareness of career topics have improved since the volunteers became a regular part of the school program.

Program Publications:

"Something Wonderful Happens when R.S.V.P. comes into a School"
Available from ACTION, 806 Connecticut Avenue, N.W., Washington, D.C. 20525

Oklahoma State Tech at Okulmgee
Okulmgee, Oklahoma 74447
Dr. Edwin Darby, Assistant Director
of Academic Affairs

Age Group: Post-secondary
No. of Students: 2,800
Budget: $4 million

TECHNICAL COLLEGE

Oklahoma State Tech, with an enrollment of 2,800 students, sees training highly skilled craftsmen and business and industrial technicians as its major function. Students enrolled in the diploma course spend their time divided evenly between general course work, theory courses related to their field of specialization and lab work. The college has 154 instructors giving students the advantage of a large, skilled and specialized faculty. All teachers are industrially experienced and have technical expertise. Equipment for the specialized laboratories is donated by business and industry who see an advantage in having a supply of skilled workers familiar with their machines. Some equipment is designed specially by instructors. Sixty percent of the annual budget is appropriated by the state legislature with the rest being self-generated. Since its inception, the college has served as a model to many similar institutions.

Program Publication:

School Catalogue

Selected Functional Components of
Vocational Educational Counseling
System for the Urban Young
341 South Bellefield Avenue
Pittsburgh, Pennsylvania 15213
Dr. N.A. Flannick, Project Coordinator

Age Group: 6-12
No. of Students: 33,500
Budget: $468,210

JOB PLACEMENT AND INTERDISCIPLINARY STUDIES

In conjunction with district schools, the program provides job exploration at the middle school level and career orientation, job placement, and some skills training at secondary level. It provides special services to both potential drop-outs and those who are already skilled but would like further training. The highly industrialized area provides wide selection of on-the-job experience and the placement program has provided services to over 10,500 students in the Pittsburgh School District over the past three years. Counselors work at both the school and career education level and there is a coordinating counseling staff as well as a central coordinating staff working with students in job preparation, placement, and followup. A psychologist works with students and social workers are on call to the central staff. The Director of Occupational, Vocational and Technical Education for the school district supervises four instructional specialists. In addition to certification, career education and industrial experience are sought in staff members.

Program Publications:

"Courses of Study for Career Education for Grades 6,7,8 @ $4.00

Free literature available providing summaries of career education, job placement, cooperative education, skill-centered programs, post-secondary programs.

Course content descriptions available in limited number of areas.

Placement Component of San Antonio School District
1302 French
San Antonio, Texas 78201
Robert Olive, Employment Placement
Coordinator in Area I

Age Group: 16 yrs. and up
No. of Students: 5,000
Budget: $46,000

PLACEMENT AND COUNSELING

This program is a spinoff of Vocational Opportunities Integrated in Current Education (VOICE), whose funding ended in 1973. The placement and counseling component continued at the encouragement of the project evaluators concerned about underemployment among young people in the community. Three placement counselors work with counselelors at eight district high schools, coordinating placement activities with industry and the business community. The program serves students and graduates. This program, funded by the State Education Agency, is located separately from school buildings allowing privacy for students. The placement activity has been replicated in seven other projects in the State of Texas.

Program Publication:

Job Placement Services, a Suggested Model for Implementation
Available from Texas Education Agency, Austin, Texas 78701

Career Awareness Pilot Project
Post Office Box 630
Department of Education
St. Thomas, Virgin Islands
Mr. Albert Ragster, Sr.

Age Group: K-6
No. of students: 9,000
Budget: $107,000

MOBILE UNIT

Mobile units on the islands of St. Thomas and St. Croix spend about sixty days in each public elementary school working to infuse career education into academic subject matter. The van has a computer system with information on 16 occupational clusters and a tape and sound system to guide students in manipulation of basic tools. The project also uses the community as a resource for field trips and speakers. While some students are working in the mobile unit, the teacher works with other students on career units related to regular subject matter. The program, in its first months of operation, is run through the State Department of Education under the Board of Education. One career education teacher assigned to each mobile unit works with a total of approximately 30 classroom teachers.

Greenhouse Project
Harbor Heights Elementary School
Peninsula School District
Gig Harbor, Washington
Bob Swanson, Director

Age Group: 5th & 6th grades
No. of Students: 125
Budget: $1,250

ORNAMENTAL HORTICULTURE AS CAREER AWARENESS TOOL

The Greenhouse Project provides practical experience in horticulture, advertising, retail sales and bookkeeping for 5th and 6th grade students at Harbor Heights Elementary School, in this suburb. Participation in the project is voluntary. The students are instructed in all phases of greenhouse management including soil evaluation, plant propagation, and potting. They are responsible for marketing the plants and for keeping greenhouse books. Profit from sale of the plants sold to local nurseries and private individuals is used for operating and expansion costs. The director, who is primarily responsible for the program, is assisted by several teachers, a local nurseryman (who volunteers his time) and by students from the local high school.

# ALTERNATIVE AND COMMUNITY BASED PROGRAMS

Advocates for Women
593 Market Street
Suit 500
San Francisco, California 94105
Rebecca Mills, President

Age Group: Adults
No. of Students: Open entry-exit
Budget: $178,516

ADVOCATES FOR WOMEN

A nonprofit economic development corporation for adult women in the San Francisco Bay Area, Advocates for Women serves as an umbrella agency for three programs. A Work Planning Center offers listings and information, as well as staff who provide job counseling and job preparation workshops. The Women in Apprenticeship recruits and helps prepare women for entry into nontraditional employment, apprenticeship positions, or on-the-job training while it also works with unions and employers to increase acceptance of women in these occupations. The Women in Management staff recruit and help place women who are particularly interested in management positions in business; they also work with employers to develop openings and training programs for women candidates. The Advocates for Women central staff also do affirmative action consulting for Bay Area employers and offers affirmative action workshops to women employees and managers. A Berkeley office opened in Spring of 1974 and provides job development and counseling services to women. In operation since 1972, the Advocates for Women programs are funded by combined grants from the San Francisco Foundation, the U.S. Department of Labor, the San Francisco Mayor's Manpower Office, and the Berkeley Comprehensive Employment and Training Act Commission.

Program Publication:

Case Study of this program developed by Abt Associates Inc. under contract with the National Institute of Education

Operation SER
1928 West 17th Street
Santa Ana, California
Raymond Villa, Director

Age Group: Adult
No. of Students: open entry/exit
Budget: $472,000

COMPREHENSIVE SERVICES

Operation SER in Santa Ana, California is one branch of SER programs in 15 states throughout the country providing employment counseling and job skill training primarily to Spanish-speaking clients. The SER/Jobs for Progress national organization originated in 1966, a merger of job programs run by the League of Latin American Citizens and another organization for Spanish-speaking Americans called the American G.I. Forum.

At Operation SER/Santa Ana, staff uses a team approach to provide counseling, job development, instruction, and placement for the clients there. Individual plans for each client may include basic education classes, individualized instruction in English as a Second Language, or in skill training classes. Two levels of electronics assembly are taught here, as is a training course in business skills. Although no differentiation among clients are made once they are enrolled, this program makes special effort to recruit veterans and ex-offenders and have developed special counselors to work with each group as counselors and job developers.

Long a community businessman and City Council Member, the program's director has helped collect $200,000 of in-kind donations for the program in the past six years. Donated services come in the form of materials, classroom space, and instructors from local businesses and the community college. In addition, the Santa Ana School district supplies instructors and materials for the joint program, delinquency prevention run primarily by Operation SER. Money for this special youth project comes partly from the city's Criminal Justice Council. Funds for services to regular adult clients is provided under contract with the U.S. Department of Labor, Orange County, The Manpower Commission.

Program Publication:

Case Study of this program developed by Abt Associates Inc. under contract with the National Institute of Education

Los Angeles Community College District
California Division of Education Planning
and Development
2140 West Olympic Boulevard
Los Angeles, California 90006
Mr. William D. Allen, Director of
Occupational Education

Age Group: post-secondary
No. of Students: 124,839
Budget: $160,106,207

COMPREHENSIVE CAREER PREPARATION

Los Angeles Community College not only offers a full range of academic courses but also provides training and work experience for over 350 occupations. Each one has its own two-year curriculum. Nine campuses admit any high school graduate or any individual 18 years of age or older for the occupational training. The teachers and occupational experiences are located all over Los Angeles. The college system offers a veteran's program, an overseas program, and a televised degree program. Some 4,152 certified personnel are employed in the program. The Community Colleges are run by a Board of Directors, popularly elected, and the State Board of Governors.

Program Publication:

"Investment in Learning"

Experience-Based Career Education Project
Far West Laboratory for Educational R & D
1855 Folsom Street
San Francisco, California 94103
Robert Peterson, EBCE Director

Age Group: 10-12
No. of Students: 110
Budget: $850,000

FAR WEST SCHOOL

This research and development project, one of four experience-based career education developmental programs sponsored by the National Institute of Education, relies on active participation of the community to combine academic, career, and personal development skills through direct, non-paid learning experiences in a variety of employer and community settings. Students work with three Learning Coordinators to plan their learning program around individual projects. At least four projects are organized per semester and they are assigned potential credits in this planning stage. Projects draw on four kinds of learning resources:

1. adults in various work settings who volunteer to share their knowledge, skills, and experience with an interested student in a one-to-one relationship;
2. employers who offer small-group activities at employer locations consisting of sequenced activities such as orientation briefings, observation, study of operations, and hands-on experience;
3. community study resources available to the Oakland public, and;
4. varied activities; working with a tutor on basic skills, taking a specific course required for college entrance, or taking a course at a community college. Students' projects usually take approximately 35 half days to complete a project. The first 12 half days are devoted to orientation of student to the organization and its activities and facilities. The final 20 or more half days are spent on-site in productive tasks (which may be for pay) in an organization or a career-subject area.

Credit is given on a pass/fail basis on completion of each project; the program awards a high school diploma and helps students make a choice of college, immediate employment, or more specialized skill training. The $850,000 budget includes design, development, evaulation, and documentation costs. Operational costs per student are $2,100 per school year. This is a total alternative program. Technical assistance and all documents are necessary for replication; contact Dr. Peterson.

Better Jobs for Women
Young Women's Christian Association
Tremont Place
Denver, Colorado
Ms. Sandra Carruthers

Age Group: 18 and up
No. of students: over 600 a year
Budget: $60,000

WOMEN IN NON-TRADITIONAL OCCUPATIONS

This project recruits and places women in registered positions or on-the-job training slots in skilled trades. In the first three years of operation, the program staff have placed 190 women in 40 different occupational classes. Some 80% of women placed in the past year are still employed in those jobs. About one-third of the women in the program are the sole support of one or more dependents; half are minorities. Half the women are between the age 25-30, but in the past year many more women over 40 have been placed on jobs. Originally funded as a pilot program in cooperation with the Bureau of Apprenticeship, the program now operates under contract with the U.S. Department of Labor. A director, job specialist and secretary are the only full-time staff; two part-time tutors and a few regular volunteers complete the staff. They meet regularly with regional Bureau of Apprenticeship, and with an Advisory Board representing local and regional unions, employers, local educators, the YWCA, and welfare recipients' organizations. The program staff do initial screening of applicants to identify those interested in skilled trade work. Women are helped with assessment of aptitude and skills; tutored if necessary and supported through the application and placement process. Follow-up is done by telephone and by site visits. The program helps women arrange for transportation and child care.

Evergreen Open Living School
Route #6, Box 63
Evergreen, Colorado 80439
Betsy Toaka, Director

Age Group: K-9
No. of Students: 150
Budget: $25,000

A COMMUNITY ALTERNATIVE SCHOOL

This alternative school in a small mountain town near Denver involves community people as advisors, teachers, and policy-makers for the school. Parents, teachers and the school board drafted "Prerogatives and Responsibilities" to begin the school in 1970. They are responsible to the JEFFERSON County Board for Community Colleges and Occupational Educaiton, but have the right to identify their own staff, self government processes, and curriculum. A Policy Advisory Council consisting of 6 parents, 2 staff, 3 students, and 2 community people makes decisions; the major policy of the school is decided by a town meeting every 6 weeks. Each of six classroom teachers, other aides and project staff meet with groups of seven advisees for the year. Throughout the year the student and his or her family meet periodically with the classroom teacher, a project staff member, an advisor and an interest teacher to plan the student's schedule, identify needs for particular skills, and assess both process and progress toward learning goals. A process historian is part of the staff who helps students, family and advisor groups record and evaluate their learning progress; she also acts as a process evaluator for activites of the entire school. Over 200 people are designated as community teachers; an average of 65 students a year are placed with people in the community such as newspaper writers, musicians, pediatricians, dentists, art store dealers to learn both the skills of a particular profession and its relation to the working world of the community.

Program Publication:

The Different Drummer
Available from the Foundation for Urban and Neighborhood Development, Inc., 3010 West 16th, Denver, Colorado

William L. Dawson Chicago Skill Center
Chicago Urban Skills Institute
39th and State Street
Chicago, Illinois 60610
Mr. James Broman, Director

Age Group: Post-secondary
No. of Students: 1200
Budget: not available

VOCATIONAL PROGRAM FOR LOW INCOME ADULTS

Students, mostly minority members or people on welfare from Chicago's south side, to the Institute by the State Employment Service and other social service agencies. Students are paid a stipend to attend classes at the center which helps to identify jobs and makes program planning decisions in cooperation with industry advisory committees that meet regularly in each occupational area. The school is part of the junior college system and the president serves on the junior college board. Other staff include the director, 12 counselors, and 80 instructors.

The Apprenticeshop
Bath Maine Museum
963 Washington Street
Bath, Maine 04530
Lance Lee, Director

Age Group: Adults
No. of Students: 6
Budget: $10,000

EDUCATION VIA BUILDING WOODEN BOATS

The Apprenticeshop, an adjunct to the Bath Maine Marine Museum, specializes in teaching students to build finely crafted small boats. The Shop aims to help students rediscover and preserve traditional boat building skills. Six apprentices, all men in their twenties, pay no tuition to the school nor do they receive a stipend. Rather, they live communally on personal budgets of approximately ten dollars a week. The Shop continually observes two principles: "If you can make something, don't buy it" and "Live according to your needs, not your wants." Students use antique tools such as wooden planes, lead banded mallets, firing chisels and broad two-handed chisels, called "slicks" as they learn the skills of producing these boats. Because of more applications than slots available, the Shop designed an alternative program: the six-week Internship on a tuition basis. Tuition is $500 with no room and board included. During the six weeks, students gain exposure to, not expertise in, boatbuilding. The intern can set his own pace working with another intern on an existing project. Intern's capabilities are assessed and alternatives, such as lofting a project on his own are explored.

Dynamy-Learning through Internship
850 Main Street
Worcester, Massachusetts 01610
A. Bruce Bergquist, Director

Age Group; 12 + post-secondary
No. of students: 62
Budget: $247,000

INTERNSHIP

In this one-year program for young adults, Dynamy students begin this alternate and independent school experience with a three-week outward bound wilderness trip in northern New England. Upon their return comes orientation, roommate and apartment selection, and selection of advisors, interest fields, and jobs. Through a program of three to five full-time work experiences under the auspices of a sponsor, the students learn to work with others, test their career and vocational interests, increase their effective decision-making and learn to assume responsibility. Currently enrolled are 32 tuition paying residents and 30 seniors from local high schools, all of whom work closely with their sponsor and with an advisor in weekly meetings. Staff consist of a director, an assistant director, five advisors and a staff intern. Operating expenses come from tuition, corporate donations, foundations and fund raising events. The Worcester Public Schools also provide $20,000 worth of in-kind services and materials.

Minnesota Metropolitan State College
Coordinating Center
Metro Square
7th and Roberts
St. Paul, Minnesota 55101
David Sweet, President

Age Group: Post-secondary
No. of Students: 900
Budget: $900,000

COMPETENCE-BASED COLLEGE

An innovative school offering the final two years of college leading to the Bachelor of Arts degree, MMSC has two Learning Centers, one each in downtown St. Paul and Minneapolis. Here permanent faculty have offices, the school's only required course is usally taught, and information resources are collected. All other learning sites are scattered throughout the Twin Cities area--wherever students locate a community faculty member who can supervise their independent learning and evaluate the evidence they must provide of competence earned in a new skill or knowledge in a new area. For admission, students first register at area community colleges in a preparatory program developed jointly by staff of MMSC and the community colleges; they can be credited with the equivalent of two years of college if they can furnish adequate evidence of skills and knowledge acquired elsewhere which fulfill requirements. Upon transfer to MMSC students design a degree pack; minimal requirements must be satisfied to assure distribution of competences in Communication on Basic Learning, Civic Responsibilities, Vocation, Recreation, Personal Development, Social Awareness. A committee of permanent faculty reviews the narrative transcript compiled by each student with examples of evidence furnished for competence evaluation: supervision of work, written tests, media projects, oral examinations, special community projects. Examiners and instructors are professional people in the community who have skills that MMSC students want; these faculty receive $30 per student for such instruction for as long as it takes the student to complete the learning activity. Regular staff are salaried and divided into three committees. Accreditation is anticipated at the end of the 1975 school year.

Program Publication:

Case Study of this program developed by Abt Associates Inc. under contract with the National Institute of Education

City as School
131 Livingston Street
Brooklyn, New York
Frederick J. Courey, Director

Age Group: 10-12
No. of Students: 210
Budget: $300,000

AN ALTERNATIVE SCHOOL WITHOUT WALLS

This school without walls offers over 500 community learning experiences to 210 10-12th grade students from 60 feeder schools throughout New York City. Applicants are interviewed by a student team which has developed a questionnaire to test maturity and independence to meet the demands of the student community courses. All activities, 98% of which are external, are assigned credit and students must meet New York State diploma requirements. Guidance counselors help in designing the programs and seven teachers are each responsible for a group of students for community resources. Courses are evaluated every 3 weeks and again at 10 week cycles by students, teachers, and resource persons.

Regional Learning Service
405 Oak Street
Syracuse, New York 13203
Mr. Francis Macy, Director

Age Group: adult
No. of students: 150
Budget: $300,000

COORDINATED CAREER SERVICES FOR ADULTS

The Regional Learning Service offers job and personal counseling to adults who wish to change or advance in careers as well as those seeking employment for the first time. The Service also acts as a clearinghouse and referral center, collecting materials on all educational and training opportunities in the five county area around Syracuse and referring clients to specialized programs. A visitor's first consultation with the service is free; thereafter the person may become a client by paying a sum which entitles him or her to participate in workshops or continued consultation offered by the Service. The 24 learning consultants assist clients in obtaining certification for skills or experiences they already possess; the Service staff are also developing measures which can be used for a competency-G.E.D. (the high school equivalency diploma).

Exemplary Project in Career Education
State Board of Vocational Education
Department of Public Instruction
900 East Boulevard
Bismarck, North Dakota
Larry Selland, Director

Age Group: K-12
No. of Students: 6,000
Budget: $10,000

FEDERAL TO DISTRICT FUNDING

This exemplary project was developed at School District #1 in Bismarck, North Dakota, but administered by the State office for Public Instruction in the same city. Intended as a three year developmental program, staff undertook three major career education thrusts: curriculum development for all grades K-12 by teams of teachers, coordinated field trips and visits to schools by resource people both designed to broaden student awareness of community and occupations outside the school; improved guidance for high school students. A summer guidance program is run by counselors who work all year; they involve parents in career planning from high school coursework to post-graduation plans. Summer skill workshops allow students to explore "hands on" skills, like woodworking or electrical repair, which they have not had time to pursue during the regular year; many of these workshops are particularly popular with high school girls. At the end of the project's three year funding, the local District agreed to incorporate its basic ideas into the regular school budget with special career education funds for materials and salary supplements for the staff who coordinate field trips and conduct the summer guidance program. State level staff have applied what they learned in Bismarck to implementation efforts for career education at other sites throughout the state.

Program Publication:

Case Study of this program developed by Abt Associates Inc. under contract with the National Institute of Education

Experience-Based Career Education Project
Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204
Rex Hagans, EBCE Director

Age Group: 10-12
No. of Students: 60
Budget: $1,000,000

LEARNING ON SITE

This alternative secondary school is one of four experience-based career education programs sponsored by the National Institute of Education which plans major learning projects at employer and community sites. It is run by a nonprofit corporation in conjunction with the Northwest Regional Education Laboratory. Students may spend one or two years at the program, where they have a great deal of responsibility for designing and arranging learning projects. Learning activities are concentrated in three areas: Basic Skills, which are integrated into every project designed by a student; Life Skills which require students to complete projects in such areas as functional citizenship, critical thinking, and personal social development. Part of Life Skills are the Competencies, 13 in all, in which students must be certified before they can graduate. Competencies include providing emergency first aid and being able to file a tax return. Most projects combining these first two areas are completed while at one of four levels at an employer site. The most common levels, required of all students are the Exploration Level, during which students learn about the business, its component occupations and the relation of its goods or services to the community nearby. On a Learning Level at an employer site, projects are completed that combine basic skills (and sometimes a competence) with learning some skills which make up jobs at that site. Employer instructors work with program staff; and both employers and community people must certify student competence. Six employers hold half of the 13 positions on the Board of Directors; three other members represent unions and the Board includes a parent, a school district representative, and students and a staff person from $CE_2$. The program has developed planning zones and an accountability system to facilitate scheduling their learning; at completion of requirements, students are awarded a high school diploma from the Tigard District.

The $1,000,000 budget includes design, development, evaluation, and documentation. Technical assistance and all documents are necessary for replication; contact Mr. Hagans.

Program Publication:

Case Study of this program developed by Abt Associates Inc. under contract with the National Institute of Education

Urban Career Education Center
62-64 West Harvey Street
Philadelphia, Pennsylvania 19144
Dr. Charles Peoples, Director

Age Group: 10-12
No. of Students: 130
Budget: $877,000

ALTERNATIVE SCHOOL

The Urban Career Education Center was developed as an alternative to public high school in Philadelphia's predominatly black Germantown neighborhood. Developed by staff at the Opportunities Industrialization Center in Philadelphia, the program recruits students from among dropouts or potential dropouts from public school. Long known for success in counseling and retraining of adults OIC combined three programs in this Center: A Career Intern Program for students; a Career Community Program for parents; a Career Opportunity for Curriculum Development. Funded in part by money from the U.S. Office of Education and the National Institute of Education, the program is accompanied by an evaluation which compares the performance of UCEC interns with that of counterparts both in and out of school.

The Career Intern Program is the core of the UCEC program. Developed for students in 10th, 11th and 12 grades, the program is divided into three phases, all tailored to individual needs and pace of each intern. After orientation, interns begin courses in basic skill development (needs have been assessed through tests) career seminars, and counseling by specialist staff. In Phase II interns beign to pursue special career or skill interests or continue to broaden career awareness. Most of this learning is done on the job at two or three employer sites; on-site learning and experience is related to basic skills and the counseling continued at the program. The successful completion of Phase II goals (the Career Development Plan) means a high school diploma from Philadelphia's public school district. Phase III is a transitional one where staff help students move into and provide follow up during the first year of college work, career training, or a job. The Career Community Program involved public school teachers in developing curriculum units reflecting experience of the Intern Program. The Career Opportunities Program has involved parents both in planning for their intern's work at the Center and in planning for their own resumption of education or training for different jobs.

Program Publication:

Case Study of this program developed by Abt Associates Inc. under contract with the National Institute of Education

The Parkway Program
c/o Stevens School
13th and Spring Garden Streets
Philadelphia, Pennsylvania 19123
Dr. Robert Hutchins, Director

Age Group: 7-12
No. of Students: 1,100
Budget: $935,000

SCHOOLS WITHOUT WALLS

In this school without walls, the city is the campus; the cultural, business and industrial resources of the community are the school. This program, in operation since 1969, has been the subject of five full-length books as well as many special studies. Although the program operates within the jurisdiction of the Philadelphia School District, applicants selected by lottery are drawn from the entire metropolitan area. There are 1,100 students, grouped into five learning communities, each with a staff of 1? certified teachers and a secretary. The school distributes a catalog of 250 learning opportunities from which the students, with guidance from counselors and parental approval, design their own individual programs. These programs meet the Pennsylvania State requirements for receiving a high school diploma. The staff of forty certified teachers is trained, through an intensive staff development program, in counseling as well as concepts and hands-on knowledge of career education. The program also offers a personalized guidance system as well as a computer-assisted counseling program in career education. Philadelphia School District funds cover the average annual $850 per student cost.

Program Publications:

Evaluation of Parkway School District - $1.00
Sample catalogues.

Experience-Based Career Education Project
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pennsylvania 19103
Louis Maguire, EBCE Director

Age Group: 9-12
No. of Student: 275
Budget: $830,000

THE ACADEMY FOR CAREER EDUCATION

This research and development program, one of four experience-based career education developmental programs sponsored by the National Institute of Education, offers high school students who volunteer, an alternative setting in which to develop academic, career, and personal skills. While students retain their membership in their home high school and participate in all extra-curricular student activities, they pursue their high school credits through a special series of courses and activities in the Academy for Career Education. There are three components: a Career Development Program, an Academic Resource Center, and a Career Guidance Program. The Career Development Program, the heart of the Academy, brings students into associations with individuals and organizations in the community. With that community participant the students develop and test career plans. After learning about qualifications, employee rights and responsibilities of jobs in various job clusters, the student specializes in a particular area; the student and community advisor define and develop specific learning activities. After completing these activities, the student evaluates the experiences for his/her own career planning. The Academic Resource Center supplements the community experiences by providing support through tutors or advanced independent work in English and mathmatics. Students spend from 2 to 7 hours a week in the center depending on their needs. Finally, the Career Guidance Program helps the students to develop self-appraisal skills, to develop decision-making skills, and to take responsibility for themselves. The $830,000 budget includes design, development, evaluation, and documentation costs. Operational costs per student are $1,300 per school year. This is a total alternative program. Technical assistance and all documents are necessary for replication; contact Dr. Maguire.

Women and Girls Employment
Enabling Service (WAGES)
200 Monroe Street
Memphis, Tennessee
Ms. Thomas, Director

Age Group: Post-secondary
No. of students: 206
Budget: $60,653

PLACEMENT FOR WOMEN

WAGES is a counseling and placement service which places women in jobs or job training and attempts to open non-traditional jobs to women. The median age for women in the program is 35; a majority are black, but women of all ages and backgrounds have participated in program activities. An initial interview helps each woman and her counselor to determine whether she will spend some time in pre-application activities: learning to write a resume, assessment of interests and skills, identification of employment problems. Women may be directed immediately to a job or training opportunity; they may decide to learn more about specific trades and jobs before making a decision about placement. Currently three core staff coordinate placement opportunities and organize the many volunteers used by the program as teachers, counselors, and work specialists. Policy-making is shared with a 14-member community Advisory Committee. Although funded by the State of Tennessee, the program is administered through the Y.M.C.A.

Program Publications:

WAGES: Women and Girls Employment Enabling Service
Nontraditional Jobs...Women Want Them, The Law Supports Them
D. L. M. A. 88-47-72-02
Available from the National Technical Information Service
Springfield, VA 22151

Federal Correctional Institution
Fort Worth, Texas
R.J. Clark, Supervisor of Education

Age Group: Post-secondary
No. of Students: 200
Budget: $200,000

CAREER EDUCATION IN CORRECTIONAL INSTITUTION

The counseling program in this co-educational institution offers adult basic education, post-secondary education, basic social education and prescribed recreational activities. The full time 16 career staff workers, together with 12 part-time staff under contract, work with 200 of the 500 residents and have placed 60 in community based work-study program. The counseling program offers individual needs assessments and typically allows the resident to decide exactly what he or she wants in the educational program. Staff meet once a month for inservice training which may include literature reviews, slide and films presentations, on the disadvantaged or work with consulting educators. The staff is divided into teams working within five major units--three drug related, on alcohol related, and one for women. Each unit counselor has a caseload of 25 persons, and it is the unit team which refers people for placement in the work-study program. The University of Texas at Arlington, Texas Christian, and Texas State also provide tutorial services, do research, conduct group sessions, and offer musical programs.

Community College of Vermont
Montpelier, Vermont
Peter Smith, President

Age Group: post-secondary
No. of students: 1,600
Budget: $714,000

LIMITED FULL-TIME STAFF: ALL FACULTY PART-TIME

This rural community college without a campus has organized community facilities and resource people in several locations to provide educational and occupational courses to students who are isolated from traditional colleges in Vermont. For the first two years of operation teachers were also volunteers, but are now reimbursed for services. Most students are between the ages of 25 and 44; many have low incomes or consider themselves underemployed. The college now offers associate degree and certification programs in educational and human services, business administration, and general studies. Students design competency-based study programs and college staff help arrange community teachers on an individual or group basis. Administrative offices are centered in Montpelier but regional learning offices are placed in towns throughout Vermont. Funding for the program comes from Federal, state and local money.

Program Publications:

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| General Information Brochure | |
| CLEP Brochure & Registration Guide | |
| General Studies Program Brochure | |
| Human Services Program Brochure | |
| Administrative Services Brochure | |
| General Studies | $2.00 each |
| Human Services | |
| Administrative Services | |
| Program Guidelines | |
| Student Handbook | $1.50 each |
| Annual Reports (1972-1974) | |
| Contracting Handbook | |

Experience-Based Career Education Project
Appalachia Educational Laboratory
Box 1348
Charleston, West Virginia 25325
Dr. Harold Henderson, EBCE Director

Age Group: 11 - 12 Grades
No. of Students: 75
Budget: $900,000

DESIGN YOUR OWN PROGRAM

Students from 11 high schools in Kanawha County volunteer to participate in this alternative project sponsored as one of four national experience-based career education programs by the National Institute of Education. The project is not merely geared toward skill development of a single work experience; rather it merges academic, vocational, and general education with a series of learning opportunities in the community. In designing their own high school degree program, 11th and 12th grade students work with Learning Coordinators to determine the specific objectives of each part of their community program whether it be to explore career options, to test out alternative career choices, or to learn how people feel about their work and how career choices affect thier lives. The learning experiences in the community are varied and help students gain an understanding of the real world. Students rotate every three to 13 weeks in their community learning experiences where they work from five to eight hours per day. They then jointly evaluate with their Learning Coordinators their experiences for high school credit. A staff of 26 teachers, counselors, curriculum specialists and support personnel have been involved in this R & D project. Six Learning Coordinators (teachers), one administrator, one counselor, one employment site placement specialist, and two chauffeurs work with the 75 program students. Minority groups are represented in the same percentage as in the community. The $900,000 budget includes design, development, evaluation, and documentation costs. Operational costs per student are $2,000 per school year. This is a total alternative program. Technical assistance and all documents are necessary for replication; contact Dr. Henderson.

Husky Oil Company
Post Office Box 380
Cody, Wyoming 82414
C.C. Rice, Manager, Employee Relations

Age Group: 11-12 grade
No. of students: 400
Budget: Not available

PRIVATE COMPANY OFFERS SUMMER WORK PROGRAM

College bound juniors and seniors attend an hour of lecture and discussion each weekday morning and spend eight hours on the job in a 60 day summer school work program, "Introduction to Business." Sponsored by Husky Oil Company, a major employer in a small town, the program places students on jobs within the local oil industry and business firms according to their career interests. Students, who have been chosen on the basis of interviews, recommendations, and high school records, receive both pay and academic credit for their work. Husky's Manager of Employee Benefits coordinates the program and about 30-35 management people are involved as lecturers.

Program Publications:

Urban Strategy Center Case Study No. 4
Available from the Chamber of Commerce of the United States,
1615 H. Street N.W., Washington, D.C. 20006



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